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ABSTRACT

Contracted by the Select Council on Post-High School Education in Florida with the Southern Regional Education Board, this study was designed to provide information and observations which the Council could use in formulating suggestions and recommendations for the special post-high school educational needs of Negro students. The issues to which the study was addressed were: enrollment (present and potential); special programs for disadvantaged students; counseling needs; institutional roles and interinstitutional potentials; financial needs; and, the importance of statewide planning. The conclusions of the report are as follows: despite the availability and utilization of post-secondary educational opportunities by Negro students, they do not attend college in the same proportion as whites; utilization of traditional admission criteria militates against a substantial increase in enrollment of Negro students in the more selective institutions; many students over-aspire and experience difficulty in reconciling previous training with post-secondary training and employment; and, the delineation of the role and scope of Florida Agricultural and Mechanical University is of great concern to the state, the institution, its students and alumni. Tables of enrollment data, a bibliogrpahy, and questionnaire formats are appended. (RJ)

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POST-SECONDARY EDUCATIONAL OPPORTUNITIES AND THE NEGRO STUDENT IN FLORIDA

A Report to the
Select Council on Post-High School Education
by the
Institute for Higher Educational Opportunity

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UD 010407

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June, 1969

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FOREWORD

The goal of providing equal higher educational opportunity for Negroes in the South has been clearly stated and in general accepted by the region's leadership. Numerous action programs to expand opportunity are now in operation, and others are being planned. In 1967 the Southern Regional Education Board adopted a statement which had been prepared by its Commission on Higher Educational Opportunity in the South. Among the forty recommendations in this publication, The Negro and Higher Education in the South, is one which urges that "each Southern state come to grips with the special post-high school educational needs of Negro students and develop a comprehensive plan to meet these needs."

The Select Council on Post-High School Education in Florida is now engaged in doing what this recommendation suggests. As a part of its general study of higher education in the state, it is examining the resources which are being used to meet the post-high school education of its Negro citizens and is studying ways of providing opportunity through state-wide planning and coordination. The Council, through Florida's Higher Education Facilities Commission, requested SREB's Institute for Higher Educational Opportunity to provide it with information and observations which the Council could use in formulating its suggestions and recommendations in this area of its work.

This report is therefore submitted in the hope that its content will be useful as plans are formulated for providing equal opportunity in higher education for Negro citizens.

The staff of the Institute, all of whom worked on the preparation of this report, wish to express their deepest appreciation for the assistance and cooperation provided by all segments of higher education in the state both at the Board level and by professional staff members in the various offices.

James M. Godard
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June 30, 1969

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ORGANIZATION OF THE PROJECT

Purpose of the Study

A number of studies relating to the opportunities for post-secondary education available to Negro students have been produced. One category includes the results of examinations of black colleges and universities. Studies by McGrath (The Predominantly Negro Colleges and Universities, 1965), Jencks and Riesman ("The American Negro College," Harvard Educational Review, 1967), and the SREB Commission on Higher Educational Opportunity in the South (The Negro and Higher Education in the South, 1967), fall into this category. Another grouping includes studies aimed at the realities of higher education to be faced by black students electing to attend traditionally Negro or predominantly white institutions. These realities include the pressing problems of student financial aid, selective admissions criteria, and provision for special academic assistance to educationally disadvantaged minority students.

In September, 1968, the Florida State Commission for Title I of the Higher Education Facilities Act of 1963 contracted with the Southern Regional Education Board for a study of post-secondary educational opportunities for Negro citizens in Florida. The Institute for Higher Educational Opportunity was asked to serve as the fact-finding agent for the Select Council on Post-High School Education and to present in its report to the Select Council possible alternatives to the resolution of issues which might emerge. One of the provisions of the project was that the Institute would ". . . not make specific recommendations . . . ."*

In undertaking the study, the Institute staff utilized a number of questions which had been raised in preliminary discussions in September, 1968, with the project director of the Select Council and representatives of the state-wide agencies (junior colleges, vocational-technical schools, office of the Board of Regents) as examples of the kinds of topics on which information was needed. These included:

1. What post-high school educational opportunities are currently available to Florida Negroes in regionally accredited institutions in the state?
2. How many Florida Negroes are taking advantage of these programs? How can these programs be effectively evaluated?
3. Where, geographically, and in what specific programs are these students enrolled?
4. How are these programs realistically related to the manpower needs of the state in light of current and projected population data?
5. What programs attract the majority of post-high school Negroes?
6. What are the aspirations of these students? Are they realistic?
7. What programs should be expanded or created?
8. How knowledgeable are Florida Negro high school students about these available programs?
9. What is the status of counseling services in Negro educational institutions? Are they relevant?
10. What research information is currently available on this total question in Florida, in the Southern region, and in the nation as a whole?

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*Correspondence from Floyd T. Christian, Executive Officer and Secretary, Florida State Commission for Title I of the Higher Education Facilities Act to Winfred L. Godwin, Director, Southern Regional Education Board, September 25, 1968.

11. What are or will be the implications of recent court decisions for higher educational planning in Florida?

12. What are the alternative actions realistically available for Florida A & M University?

13. What are the present perceptions of Florida Negroes regarding Florida A & M University and Florida A & M University graduates?

14. What is the financial picture for potential and present post-high school Negro students in Florida?

15. What educationally related problems are peculiar to the black community that do not exist for the white . . . ?

16. What relationship is there between advantages that may accrue to special considerations offered to Florida Negro students and previous special considerations which have been made available to non-black disadvantaged students . . . ?

The project began in October, 1968, with planning sessions by the Institute staff. Staff representatives met with a sub-committee of the Select Council in January, 1969, at Jacksonville and a progress report on the project was presented at a meeting attended by members of the Select Council and others at Tallahassee in April, 1969.

Basic Assumptions

The 1969 report and recommendations of the Select Council on Post-High-School Education contain nine conceptual assumptions underlying the total program of the Select Council. These are:

1. Only through the development of human resources can Florida's social, economic and political goals be achieved.

2. Undeveloped human resources represent a social loss.

3. Only by making available to our citizens the opportunity for self-fullfillment can Florida aspire to the highest goal of a democratic society.

4. The most important social effort in achieving the social good is the social endeavor of formal education.

5. Our sophisticated and complex society requires different human talents achieved at many different levels.

6. The needs of the individual as well as the needs of society are best served when broad and diverse educational opportunities are made accessible in such a manner as to encourage their widespread use.

7. Labor-oriented careers should not be considered of lesser importance than mental-oriented careers.

8. Diversity of educational institutions, publicly and independently supported, is necessary to providing the types and kinds of post-high school educational opportunities Florida's needs demand.

9. Cooperation is necessary between those diverse segments of educational organizations beyond the high school.

Early in the Institute staff planning sessions it became apparent that a number of specific assumptions relating directly to the study of post-secondary educational opportunities for black students should be formulated. The assumptions which were developed by the Institute staff incorporate major ideas in the assumptions of the Select Council, and include:

1. The state of Florida will provide appropriate post-high school educational opportunities to meet the needs of all citizens.

2. The educational programs will be sufficiently diversified to meet the needs of students of widely divergent aptitudes and interests.

3. The state will make maximum use of all types of institutions without reference to segregated education.

4. The educational institutions will develop programs attuned to social change and to emerging patterns of employment and service.

5. The transition from a dual to a single system of post-high school education will involve not only a change in the racial composition of student bodies but also the achievement of more uniform quality of programs and instruction.

6. Good counseling services at both the high school and the post-high school levels will be required to aid students to find programs appropriate to their abilities and interests and to aid them in getting an advantageous start in their programs.
7. Adequate channels of communication between high schools and post-high school institutions as well as among the post-high school institutions will be maintained in order that there may be satisfactory articulation of programs and easy transfers of students from one program to another.
8. The educational costs to students will be kept as low as possible so that economic barriers will not prevent students from pursuing post-high school education.

Identification of Issues

The issues to which the study is addressed are derived from the questions originally proposed in preliminary discussions and the assumptions noted above. These issues, from which the procedures for conducting the project have been developed, are presented here.

Enrollment: present and potential.--To what extent are Negroes currently participating in post-secondary educational programs in Florida? How many are enrolled? In which institutions are Negroes enrolled? In what fields of study are Negro students enrolled? What is the potential enrollment of Negro high school graduates in post-secondary educational programs? What conditions deter those who do not enter post-secondary institutions and how can these conditions be realistically alleviated?

Special programs: present and potential.--What special programs are needed to enable disadvantaged students to pursue successfully post-high school education? What new higher educational programs are needed to prepare Negroes for new and expanded employment opportunities?

Counseling needs.--What counseling services are needed to aid black students in assessing their abilities and locating programs compatible with their abilities and interests?

Institutional roles and interinstitutional potentials.--What changes will be needed in each type of institution to insure equal educational opportunities within the context of an integrated system of higher education? What particular role might Florida A & M University fulfill in the future? What interinstitutional arrangements can be developed to expand opportunities and to improve the quality of higher education for Negroes?

Financial need.--What financial requirements must be met in order that appropriate post-secondary educational opportunities for Negroes may be provided?

The importance of state-wide planning.--How may state-wide planning facilitate necessary provisions for the higher education of Negro students?

Project Procedures

The following procedures were formulated in order to meet the requirements of the project in confronting the issues which have been identified.

1. Compliance reports submitted to the Department of Health, Education and Welfare by the majority of county superintendents of public instruction in Florida were examined in order to determine the approximate number of Negro students enrolled at all class levels in the public schools and to determine in particular the number of Negro students enrolled in grades 10-12 during 1968-69. Individual inquiries (Appendix A) for these data were sent to superintendents in those counties for which compliance reports were unavailable through the Division of Research of the State Department of Education.

2. A questionnaire (Appendix B) was designed and sent to 48 private and public junior and senior colleges to collect data on the number of Negroes enrolled at each institution, Negro enrollment as a percentage of total enrollment, the academic fields in which Negroes were studying, and other appropriate information. A similar questionnaire (Appendix C) was sent to 19 vocational-technical schools. The response rates amounted to 100 percent in each category. Data on in- and out-migration of Negro college students were also obtained.

3. An inquiry (Appendix D) was addressed to the superintendent of public instruction in each county to determine the number of Negroes engaged in post-secondary vocational-technical programs not included in the categories identified in (2).

4. An analysis was made of the college choice decisions as stated by Negro high school seniors who participated in the October, 1968, administration of the Florida State-wide Twelfth Grade Testing Program. These basic data were provided through the Office of the Board of Regents.

5. A number of generalizations regarding Florida public junior college attendance by Negro students were formulated in consultation with several Negro staff members from Florida junior colleges. These generalizations were utilized in interviews aimed at determining why more Negroes do not avail themselves of enrollment opportunities at local community colleges.

6. Information available on manpower requirement projections which would have particular significance for emerging employment opportunities for Negroes at various levels of training was analyzed in terms of appropriate applicability in Florida.

7. Conferences and individual interviews were held with state-level administrative personnel of the vocational-technical schools, junior colleges, public universities, and the Division of Economic Opportunity--Office of the Governor.

8. Specific attention was focused on the future role of Florida Agricultural and Mechanical University as a viable unit of the state university system. Among the conferences and interviews held were sessions with the chancellor of the state university system, the president and selected staff of Florida A & M University, alumni of the institution, and leading citizens.

9. Recent federal court decisions regarding predominantly black and white public institutions and actions taken by the Office of Civil Rights of the U. S. Department of Health, Education and Welfare were examined in light of possible applicability to present conditions in Florida.

10. An analysis was made of the principal themes, observations, and recommendations recorded in reports available on Upward Bound and other programs for the disadvantaged in Florida.

11. Conferences were held in several geographic locations with selected individuals knowledgeable about the problems and needs of Negro students who aspire to post-secondary educational programs. Representatives from a number of private colleges and universities participated in these meetings. (Appendix E).

Cognizance was taken of the suggestions and comments provided by Select Council members at a meeting in Tallahassee in April, 1969, when a preliminary report on the project was discussed.

The findings section which follows includes analyses of the current state of demands for post-secondary education for Negro students. The final section presents the observations and conclusions of the investigators and identifies possible alternatives for meeting needed post-high school educational opportunities.

FINDINGS

Enrollment of Negroes in Public Schools

Data for the 1968-69 school year reveal that approximately 1,347,079 students are enrolled in Florida public schools.* The number of Negro students enrolled in all grades is approximately 311,634, or 23.1% of the total. Negro enrollment in grades 10, 11, and 12 is approximately 47,364 or 15.1% of all Negro students enrolled in the public schools and 3.5% of total students enrolled.

Nine counties--Broward, Dade, Duval, Escambia, Hillsborough, Orange, Palm Beach, Pinellas, Polk--enroll more than 10,000 Negro students each and account for 202,641 (65.0%) of the Negro public school enrollment in Florida. Four counties--Gadsden, Hamilton, Jefferson, Madison--have more Negroes than whites enrolled. Negroes comprise more than one-third of the enrolled students in Jackson, Leon, Levy, Marion and St. Lucie counties. In eighteen counties Negroes comprise between one-fourth and one-third of all students enrolled. (Table 1.)

Fourteen Florida counties account for 36,033 (76.1%) of the Negro students enrolled in grades 10-12 during 1968-69. These counties each have more than 1,000 Negro students in grades 10-12 and include: Dade, 8,311; Duval, 5,490; Broward, 3,344; Hillsborough, 3,026; Palm Beach, 2,394; Orange, 2,108; Pinellas, 1,910; Polk, 1,900; Escambia, 1,753; Alachua,

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*Data from Flagler and Putnam counties were not received.

1,300; Gadsden, 1,164; Brevard, 1,129; Leon, 1,107; and Volusia, 1,097. (The public junior college which serves each of these counties is listed in Table 2.)

A number of counties have less than 100 Negro students enrolled in grades 10-12 (Table 3). Several of these--DeSoto, Hendry, Osceola, Franklin, Glades, Liberty--are not considered to be participating counties in support of junior colleges. Although the numbers of black students are small, it is perhaps significant to note that Lake City Junior College is the area public institution to which Negro students from four of the counties--Baker, Dixie, Gilchrist, and Union--may look for post-secondary enrollment opportunities. Other data indicate that 45 black students were attending Lake City Junior College during 1968-69 and that 32 black students had selected Lake City as their college choice for 1969.

Negro Enrollment in Post-Secondary Educational Programs in Florida

The public junior colleges and universities, area vocational-technical centers, and private colleges and universities were asked to report information on the number of Negro students enrolled (Table 4).* The seven public universities, 27 public junior colleges, three traditionally Negro private colleges, 11 traditionally white private colleges and universities, and 19 area vocational-technical centers reported a combined enrollment of 15,411 black students.

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*Not all of these institutions are regionally accredited. Such institutions were included, however, in order to present a more complete profile of Negro post-secondary enrollment.

The public junior colleges enrolled more black students than any other segment of post-secondary institutions (44.7%) followed by the total--including Florida A & M University--at the public universities (30.1%). Approximately one of every five (18.0%) black students included in the survey was enrolled at a traditionally Negro private college.

The four traditionally Negro institutions--Florida A & M University and the three private colleges--reported a total of 6,718 students. The predominantly white institutions enrolled 8,693 black students. Thus, there are more black students (on a state-wide basis) attending predominantly white institutions (56.4%) than traditionally Negro institutions (43.6%).

The Public Universities

In the state university system (Table 5), enrollment at Florida A & M University comprised over four-fifths (85.0%) of all black students enrolled.

The other six public universities reported a total of 692 black students. Florida Atlantic and West Florida, the two upper-division universities, enrolled 163 and 48 black students, respectively. The University of South Florida and Florida State University had the highest numbers of black students attending predominantly white public universities, 186 and 174. The University of Florida reported 100 black students. Florida Technological University, the latest to open, reported that 21 black students were enrolled.

Public Junior Colleges

Enrollment data from the junior colleges (Table 6) indicate that Miami-Dade Junior College, located in the county where the largest number of Negroes in grades 10-12 are enrolled, has 1,783 black students in attendance. Enrollment at Miami-Dade Junior College comprised approximately one-fourth (25.9%) of all the black students enrolled in the 27 public junior colleges. Pensacola Junior College enrolled 977 (14.2%). Florida Junior College at Jacksonville, with 653 black students reported, enrolled almost one-tenth (9.5%) of the black students in all public junior colleges. Santa Fe Junior College, where black students comprise almost one-fourth (24.0%) of the institution's total enrollment, reported 526 Negro students. These four institutions together enrolled well over half (57.2%) of all the black students attending public junior colleges.

Four other junior colleges enrolled approximately 300 black students each. These were: Brevard Junior College, 322; Palm Beach Junior College, 297; St. Petersburg Junior College, 272; and Polk Junior College, 270.

These eight institutions reported a total of 5,100 black students and enrolled almost three-fourths (74.0%) of those attending public junior colleges. The other 19 junior colleges together enrolled 1,789, or the remaining one-fourth.

Area Vocational-Technical Centers

The nineteen centers administered by county boards of public instruction were requested to provide data on the number of black post-secondary students enrolled (Table 7). Two of the centers, Bradford-Union at Starke and George Stone at Pensacola, reported that none were enrolled. Response from Sheridan at Hollywood and Withlacoochee at Inverness revealed that no records of students on the basis of race were kept and therefore no data could be reported. Two other centers, Lindsey-Hopkins in Miami and Mid-Florida in Orlando, indicated that all programs at those locations were ungraded. Therefore, no enrollment figures for these six centers were available.

A total of 447 post-secondary Negro students were reported at the remaining 13 area centers. The largest enrollments of black students were at: Sarasota County Vocational-Technical Center, 88 (19.6%); Lewis M. Lively Area Vocational-Technical Center, 74 (16.5%); Thomas P. Haney Area Vocational-Technical Center, 51 (11.4%); and the North Technical Center, 49 (10.9%). Over half (58.6%) of the students attended one of these four centers.

Private Negro Colleges

There are three traditionally Negro private colleges in Florida. Bethune-Cookman College, which awarded 210 undergraduate degrees in 1968, is located in Daytona Beach. Edward Waters College, which had 23 graduates in 1968, is at Jacksonville. Florida Memorial College, located in St. Augustine for many years before its recent move to Miami, awarded 76 baccalaureate degrees during 1968.

The three institutions reported a total of 2,774 students enrolled during the fall of 1968-69 (Table 8). Of students attending the private black institutions in Florida, the largest enrollment was at Edward Waters with 1,074 students (38.7%). There were 943 at Bethune-Cookman (33.9%) and 757 at Florida Memorial (27.4%).

Private Predominantly White Colleges and Universities

Eleven private institutions in Florida which are predominantly white participated in the enrollment survey (Table 9). With the exception of Florida College at Temple Terrace, each had Negro students.

Two Miami-area institutions together enrolled over three-fourths (77.2%) of the Negro students at the predominantly white private institutions. The University of Miami, with 440 black students, enrolled almost two-thirds (66.1%) of the students. Barry College, with 77 black students, enrolled over one out of ten (11.5%). The remaining eight institutions had 148 of the total 665 black students at predominantly white private colleges and universities.

Migration of Black College-level Students

A survey completed during 1968-69 reveals the in- and out-migration of black college students for that academic year.* The survey revealed that 2,139 students from Florida were attending traditionally Negro colleges in southern and border states during 1968-69. (Comparable data on migration of black students to non-black institutions are not available.)

The largest numbers of students from Florida were attending college in: Alabama, 453; Georgia, 407; Tennessee, 319; and North Carolina, 233.

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*Southern Education Reporting Service, Migration Survey of Black Students at 92 Predominantly Negro Colleges and Universities: Southern and Border Regions, Spring, 1969 (Nashville, Tenn.: SERS, 1969).

Others were at institutions in the District of Columbia, 146; Louisiana, 138; South Carolina, 136; Virginia, 121; and Texas, 99. Smaller numbers were attending in: Kentucky, 33; Mississippi, 29; Maryland, 16; Arkansas, 6; and Oklahoma, 3.

The survey also revealed that 389 black students from these states and the District of Columbia were enrolled in traditionally Negro institutions in Florida as were 339 black students from other states. The largest number of black students in Florida institutions came from: Georgia, 188; South Carolina, 43; Alabama, 42; the District of Columbia, 31; and Virginia, 20. All four of the traditionally Negro institutions in Florida participated in the survey.

The figures of 728 students from other states who were in the Florida institutions and the 2,139 Florida Negroes who enrolled outside the state produce a net out-migration of 1,411 students.

Major Fields of Study of Negro Students

The State University System

The six predominantly white public universities reported an enrollment of 692 black students during the fall of 1968. Almost half of these students had designated major subject matter areas reportable by the institutions. The remaining students were not reported by specific majors. These include 174 at Florida State University and 186 at the University of South Florida (Table 10). Data from Florida A & M University are presented separately.

Preparation for a teaching career dominates the subject area choices of black students throughout the predominantly white public universities. There is little reason to believe that data from the Florida State University and the University of South Florida (had major fields been reported) would significantly alter this pattern.

Over one-fourth (27.7%) of the students were reported as having indicated a teacher education specialty as the major field of study. Other areas in which sizeable numbers of black students were enrolled included: the social sciences, 34 (4.9%); business and commerce areas, 31 (4.5%); the natural sciences, 25 (3.6%); and English, 20(2.9%).

The general trend from the point of view of the selection of major areas of study on the part of black students attending the predominantly white public universities seems to be toward the traditional rather than the newly available opportunities. The paucity of black students reported in many of the categories suggest a need for the kind of educational guidance effort that would assist them in understanding the availability of new educational and career opportunities and the demand for college graduates in fields which have been non-traditional for Negroes.

Florida A & M University

Detailed reporting was made on the major fields of study for the 3,944 Florida A & M University students (Table 11).

In the agricultural and home economics areas, 243 students (6.1%) were enrolled. Of these, the largest group, 92, was represented by the home economics education major.

Well over half (59.1%) of the students reported were enrolled in majors available in the arts and sciences. A number of specific majors stand out as being particularly attractive to the students. The field which has more students enrolled than any other, sociology, had 417 students. The next largest was business education and administration, with 393 students. Other majors in arts and sciences with large numbers of students included: political acience, 199; music, 185; mathematics, 172; history and geography, 115; psychology, 108; accounting, 102; and bioloby, 101. It should be noted that secondary education teaching specialties are represented by these fields.

The categories in education include undergraduate and graduate students. The graduate students in education, 387, comprised less than one out of every ten (9.8%) of the Florida A & M University students reported. The undergraduate majors, 613, were comprised mainly of the students in elementary education, 322, and physical education, 235.

The professional fields of nursing and pharmacy enrolled 114 and 113 students, respectively.

The technology programs offered by Florida A & M University enrolled rather small numbers of students. Only 143 students were reported in eleven programs. Electronic data processing, with 46 students, appeared to be particularly attractive to students at the sub-baccalaureate level.

It is obvious that the majority of students at Florida A & M University are enrolled in programs--particularly teacher-training fields--which are considered traditional for black students and institutions. The subject-matter teaching fields in arts and sciences, home economics education, elementary education, and physical education represent, at the undergraduate level, those areas in which the majority of students were enrolled.

Public Junior Colleges

The major fields in which the 27 public junior colleges reported black students enrolled have been summarized into 19 categories (Table 12). Over half (60.3%) of the students were not reported according to major fields of study. Of the remainder, the largest groups included those in adult general education, general education, vocational occupations, and education (teacher-training). These four groups represent over one-fifth (22.6%) of the students reported.

Data received from 13 of the 19 area centers indicate that a large number of programs are attracting Negro students. It appears that the programs which offer training in education for business and a variety of programs in automobile mechanics, painting and body work enroll substantial numbers of Negro students. Programs for employment in health fields, including child care, health occupations, and--in particular--practical nursing are also meeting the needs of Negro students for further training. Electronic-oriented fields--including electronics, air conditioning and refrigeration, electricity, small engine repair, data processing, technical drafting--also have Negro students enrolled.

Traditionally Negro Private Colleges

It appears obvious from the data reported (Table 13) that these three senior colleges are primarily teacher-training institutions. Education was reported as the major field for 1,061 (38.3%) of the students. Large numbers of students were reported as majoring in the social sciences and as being enrolled in a general education program. These three categories together account for 2,207 (79.3%) students. Majors in the humanities, 201, and the sciences, 174, comprised the larger parts of the remainder.

Predominantly White Private Colleges and Universities

The institutions in this group reported a total enrollment of 665 black students (Table 14). Over half (51.1%) of these students were education majors. Three subject-matter areas shared almost equally in numbers of students: natural sciences, 51; social sciences, 49; and business, 46. Again, the orientation of the black student toward teacher-training careers is evident at the private white institution.

Students Participating in County-based Programs

Many programs related directly to occupational training are offered in Florida counties through the public school system. These opportunities are distinct from programs which are institution-based (i.e., junior colleges, colleges, universities, or area vocational-technical centers).

In an attempt to collect information on the numbers of Negroes who are enrolled in such programs, an inquiry was addressed to the superintendent of public instruction in each county. This inquiry was developed in collaboration with the Division of Vocational, Technical, and Adult Education of the State Department of Education. In cooperation with staff members of the Division, a detailed definition of the type of student enrollment to be reported was developed. Forty-two of the 67 counties responded to the inquiry. Because of the distinctiveness of this effort, the Negro students reported in these responses are not included in the summaries of the distribution of Negro students on an institutional basis.

The 42 responses revealed that 8,701 Negroes were enrolled in these programs. The data, however, are heavily weighted in terms of the responses from three counties--Broward, Dade, and Pinellas. These counties enrolled 7,206 (82.8%) of the student enrollment reported.

A publication of the State Department of Education reveals that post-secondary programs were planned for 1967-68 in only 5 of the 26 counties which failed to respond to the inquiry.* These counties included Alachua, Duval, Leon, St. Lucie, and Volusia. Duval, the largest of these five, reported no such programs during 1968-69.

While recognizing that these data do not reflect a complete itemization of student enrollment in this category, since 26 counties failed to respond, the responses do provide a basis for a general determination of the extent to which Negroes are participating.

College Choice of Negro High School Seniors

As a part of the Florida State-Wide Twelfth Grade Testing Program administered in the fall of 1968, a questionnaire was utilized to obtain responses to a number of items related to the post-secondary plans of high school seniors. The questionnaire was designed by the Office for Academic

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*Florida, Projected Program of the Florida State Board for Vocational Education for the Fiscal Year 1967-68, Bulletin 70E-15 (Tallahassee: The State Department of Education), pp. 23-27.

Affairs of the Board of Regents and the staff of the Twelfth Grade Testing Program at the University of Florida. A field test was administered in the spring of 1968 and the final form of the questionnaire was designed for use in the fall of 1968. Computer analysis of the results was performed at Florida Atlantic University.

The questionnaire was completed by those high school seniors who took the twelfth grade test and 75,548 were analyzed. Negro students completed 10,901 questionnaires. Of this number, 5,073 (46.5%) were male and 5,541 (50.8%) were female. Blank or invalid responses accounted for the remainder.

Almost half--4,987--(45.8%) of the Negro students indicated plans to enter college on a full-time basis after graduating from high school. Another 1,449 (13.3%) said they would attend on a part-time basis. In addition to these 6,436 students, 2,450 (22.5%) indicated they were undecided as to whether or not they would enter college. Another 2,015 (18.5%) students indicated they did not plan to attend college, however they took the entrance examination.

In general conformity with the total distribution of responses (Table 15), more Negro women than men reported that they planned on attending college on a full-time basis and on a part-time basis. More women than men said they did not plan to attend college; however, more men than women indicated they were undecided as to college attendance.

The college choices indicated by Negro students are overwhelming in favor of public institutions (Table 16). Approximately three-fourths of the choices were for public junior and senior colleges in and outside Florida.

Within the State University System, Florida A & M University was designated by 1,149 (23.3%) of the respondents who indicated in-state choices. Florida State University was designated by 124 (2.5%); the University of Florida by 120 (2.4%); the University of South Florida by 68 (1.4%); and Florida Technological University by 31 (0.6%).

Each public junior college in Florida was designated by some respondents (Table 17). The largest number--485--selected Miami-Dade Junior College as a choice. The next most frequent selections included Florida Junior College at Jacksonville, 158; Palm Beach Junior College, 109; Pensacola Junior College, 99; St. Petersburg Junior College, 94; Valencia Junior College, 89; and Daytona Beach Junior College, 86. Relatively few black students designated St. Johns River, 16; Edison, 12; Lake-Sumter, 11; South Florida, 11; Okaloosa-Walton, 10; or Florida Keys, 5.

Choices made among the traditionally Negro private colleges in Florida revealed that 239 students designated Bethune-Cookman College, 188 selected Florida Memorial College, and 61 chose Edward Waters College.

Among the private, predominantly white Florida institutions, 57 students indicated the University of Miami as their choice. Seventeen students named Jacksonville University, 14 designated the University of Tampa, 11 chose Stetson University, and nine selected Barry College.

In response to the question: "What is your main reason for attending college?" the Negro students indicated that preparation for a professional career (51.4%) and the challenge of higher learning (31.3%) were principal reasons. The remaining students divided their responses among family insistence, peer influences, other reasons, or did not indicate.

Some Negro students gave equal weight to their responses concerning no college plans to lack of money (14.9%) and inadequate preparation (14.9%). A number of them (11.7%) indicated they were not interested in attending and the largest group (38.6%) responded by indicating they had other reasons.

The 2,015 Negro students who said they would not attend college indicated other post-secondary plans. A large group (595) indicated they were planning to attend a vocational-technical school (29.5%). The next largest group (352) said they planned to enter the Armed Forces (17.5%). Others said they would work full-time (11.9%) or enter an on-the-job training program (10.1%).

More than one-third (35.5%) of these 2,015 students said they were uncertain as to whether or not they might enter college at a later date. Over one-fourth (27.4%) indicated that they were certain they could not begin college at some time in the future.

Response Comparisons --Men and Women

Computer analysis of the questionnaire responses revealed that 2,934 Negro men and 3,345 Negro women had definite plans to attend college after high school graduation. More men (826) than women (728) reported that they planned to enter a public university in Florida while more women (1,247) than men (925) revealed their intention to enroll at a public junior college in the state. Substantially more women (303) than men (177) indicated a preference for one of the three private, predominantly Negro colleges in Florida. Almost the same number of men (580) and women (546) reported plans to attend Florida A & M University. Slightly over half of the men and women who said they would attend college indicated that preparation for a professional career was the reason they wanted to enter college. Those students who indicated plans for attending college outside the state revealed that they intend to enter a public senior college or university.

Of those who said they did not expect to enter college (men-825; women-1,140), a slightly higher percentage of women (15.6%) than men (14.1%) reported the lack of financial help. Almost the same number of men (146) and women (145) said they did not prepare for college. One-third (380) of the women who said they would not attend college reported their plans to enter a vocational-technical school. Approximately one-fourth (203) of the men said they planned to attend a vocational-technical school.

Post-secondary Enrollment Possibilities

The 6,436 Negro students who indicated they plan to attend college after high school graduation represent 59.0 percent of the 10,901 Negro students who completed the questionnaire provided with the Florida State-Wide Twelfth Grade Testing Program examination (Table 18). If the 595 Negro students who said they intend to enroll in a vocational-technical school are included, the proportion increases to 64.4 percent.

The gap between the percentages of black and of non-black students attending post-high school institutions is narrowing. While the number of variables makes accurate projections difficult, one may assume that the number of Negroes attending higher educational institutions will repidly increase during the next ten years, probably at least doubling the present number.

Programs Designed to Serve Disadvantaged Students

"A recurrent theme in studies of minority groups in higher education has been the documentation of the overriding impact of socioeconomic status."*

The Carnegie Commission on Higher Education has stated that one of the most important national priorities for college and university education now and in the years immediately ahead is the removal of the financial barriers for students who desire and require access to higher education. Meeting this priority is of equal importance for academic and occupational programs. The Carnegie Commission has reported that:

> Equality of opportunity...today is increasingly related to equality of access to education. And we have not yet achieved equality of access to education; financial barriers and racial barriers block the way for many potentially able young Americans. Almost half of the undergraduate college students in the United States now come from the country's highest family income quartile; only 7 percent come from the lowest income quartile.
>
> ....
>
> The proportion of Negroes in the American college population is less than half the proportion of Negroes in the population as a whole, and half the Negroes in college attend predominantly Negro colleges.
>
> Financial barriers to higher education result in a demonstrable loss of national talent. In the highest socioeconomic quartile, 19 out of 20 students ranking in the top ability group (the highest 20 percent) enter college within five years after high school graduation; in the lowest socioeconomic quartile, only 10 out of 20 in the highest ability group enter college.**

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*Alan E. Bayer and Robert F. Boruch, The Black Student in American Colleges, ACE Research Reports, Vol. 4, No. 2 (Washington, D.C.: American Council on Education, 1969), p.5.

**Carnegie Commission on Higher Education, Quality and Equality: New Levels of Federal Responsibility for Higher Education (New York: McGraw-Hill Book Company, 1968), p.18.

The Carnegie Commission has recommended that the Federal government greatly expand its funding of educational opportunity grants, supplementary matching grants for student aid "packaging" by the institutions, federal scholarship grants to institutions, and work-study funds. In June, 1969, the director of the Commission of Federal Relations of the American Council on Education testified before the House of Representatives' appropriations subcommittee of the departments of Labor and Health, Education, and Welfare "that 'the indicated shortage of funds for student aid is most distressing,' with only $461 million available in the 1969-70 academic year for the three major Federal student aid funds--National Defense Student Loans, College Work-Study, and Educational Opportunity grants."*

Another important dimension of this problem relates to the appropriateness of selective admission standards for disadvantaged students. The Negro student is likely to fall below the academic entrance requirements of many predominantly white colleges and universities. At the public junior college or specialized post-secondary institution with "open door" access, such a student still faces the questions of appropriateness of college choice, the selection of a field of study, and the realities of remaining a student.

A number of efforts to attract students from disadvantaged backgrounds have been organized in Florida. Upward Bound projects are underway at Central Florida Junior College, Florida A & M University, Florida Presbyterian College, Marymount College, the University of Miami, and the

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*American Council on Education, Higher Education and National Affairs, Vol. 18 (June 6, 1969), pp. 2-3.

University of South Florida. Two other programs, the College Education Achievement Project at Bethune-Cookman College under the sponsorship of the Southern Association of Colleges and Schools, and the Thirteen College Curriculum Program--funded through the Institute for Services to Education--in which Florida A & M University is participating, were in operation during 1968-69.

According to the United States Office of Economic Opportunity,* Upward Bound students from across the nation "have entered college at a higher rate than the general population (80% versus 65% for all high school graduates); and...have atained approximately the same grade averages and retention in college as their better trained colleagues." OEO has indicated that "colleges and universities have waived admission standards, provided counseling and tutoring at their own expense for students in need, and helped to arrange financial packages..." for college costs.

Upward Bound in Florida

Two individuals who have provided direction for the Upward Bound Project at the University of South Florida, Marijo K. McCormick and Earlene Dickey, prepared a document in December, 1968, on the assessment of specialized programs oriented to higher education possibilities for disadvantaged students in Florida.** Included are sections on poverty and higher education in the state and possible future projects.

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*Office of Economic Opportunity, "Upward Bound Graduates Prove Their Worth" (news release, April 19, 1968).

**Marijo K. McCormick and Earlene Dickey, "Programs to Aid Potentially-Capable Disadvantaged Youth to Achieve Higher Education Within the State of Florida," Project Upward Bound, University of South Florida, Tampa, 1968. (Mimeographed).

McCormick and Dickey estimate that special programs to aid disadvantaged youth reach "only about 10% of Florida's estimated 12,000 to 15,000 disadvantaged high school students who are potentially capable of pursuing some form of higher education." The programs mentioned include the eight listed earlier. Problem areas identified by these writers include communication, financial aid for students, admission requirements, and supportive services provided by institutions.

Information on the successes of potentially-capable students who are assisted in gaining access to higher education in Florida should be transmitted to secondary school counselors, college and university personnel, and others who are in position to ease the transition from high school to post-secondary educational experiences. Evaluations of the progress of such students in all types of post-secondary academic programs should be exchanged by the institutions.

Although financial aid officers at most colleges and universities respond to requests for assistance on the basis of evaluated needs of students, resources are limited. These students require, in most cases, financial assistance or work arrangements for personal expenses in addition to basic institutional costs. "Most universities or colleges in Florida," according to the writers, "either cannot or do not offer tuition or registration fee waivers to such students."

Admission standards--above high school graduation--prevent many disadvantaged students from entering institutions which have established various degrees of selectivity in entrance requirements. The criteria used to select prospective students may be entirely inappropriate in judging the potential of individuals who are educationally disadvantaged. Some method--if only a unique admissions category limited in number--should be utilized in insuring that a number of spaces in each new freshman class may be reserved for students who fail to meet the institution's regular entrance standards.

Supportive services by the institution are required if students admitted outside regular standards are to be provided with any realistic chance to succeed. Institutional efforts--tutorial programs, programmed instruction, clinical services, vocational information, personal counseling services--must be forthcoming if the institution elects to commit itself to providing special opportunities to these students.

Reports from many of the individuals in Florida who are greatly concerned with post-secondary opportunities for disadvantaged youth indicate that a most critical need exists for state funds which can be utilized by the institutions in providing financial aid and supporting services.

The Egerton Study

A report on Higher Education for "High Risk" Students, was published in 1968 by the Southern Education Foundation.* The study was conducted by John Egerton of the Southern Education Reporting Service and its purpose was identified as an effort:

> ...to discover what some of the predominantly white, four-year colleges and universities are doing to make higher

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*John Egerton, Higher Education for "High Risk" Students (Atlanta, Georgia: Southern Education Foundation, 1968).

education available to low-income and minority group students who lack the credentials--but not the qualities--to succeed in college.

A number of observations made in the report are listed below.

1. On campuses where debate about higher education for high risk has begun, it often centers not on how to do it, but on whether it should be done at all....

2. In spite of the federal government's sizable outlays of scholarship, loan and work-study funds for students, there is ample statistical evidence that rising costs and rising admissions standards make college progressively less accessible to the low-income student....

3. The most daring high risk programs seem to have resulted more from the concern of a single individual than from any other factor. Key people with persuasion, flexibility, latitude and leverage--and with the support of faculty, administration and students--are the ones who have the most noteworthy programs....

4. ...Admissions officers, social workers, administrators and counselors are more in evidence than professors. In fact, it seems generally true that neither the academic disciplines nor individual faculty members have shown a high degree of interest in high risk programs....

5. The reasons for having high risk programs most mentioned... were these: a tradition of public service, a sense of social responsibility, the historic mission of state universities and land-grant colleges, and the desire to have a diversity of races, classes, cultures and abilities in the student body.

6. The reasons most often given for limited involvement, or no involvement at all, were: lack of funds, enrollment pressures, political worries, conflict with the institutional mission, fear of lowering institutional standards, lack of faculty support, inflexibility of the institution's system, and priority commitment to regular students.

7. The biggest question facing institutions helping risk students seems to be whether they should be accorded special attention or treated in the same manner as all other students. Some say high risk students have enough problems to overcome without the stigma of identification

as a risk, and institutions which subscribe to this point of view make every effort to keep the students' academic and economic handicaps concealed, sometimes even from the students themselves. The opposite argument holds that students who are genuine risks must be given support that is bound to be visible--lighter class loads, special courses, extensive tutoring and the like--or their chances for success will be greatly reduced. The risk students themselves understandably have mixed emotions about the question, expressing at times both resentment and appreciation for either approach.

8. For most Negro students admitted to college as high risks, the ideas of Black Power and white help are often in conflict. The Negro student on the campus of a predominantly white college today is sometimes forced to choose between absorption into the prevailing middle class culture and withdrawal into a separate black society. That neither choice is fully acceptable--or fully possible--is reflected in the students' own expressions of ambivalence and frustration. For the high risk student, these competing pressures are particularly agonizing; he is in a postition of accepting what amounts to special assistance from whites in order to get his college education, while being warned by black militants that he is being seduced into deserting his own people.

Egerton concludes that "the bright and able student who is too poor to attend college...is...sought" by colleges and universities, but that students "whose past performance has been blunted by discrimination and poverty represent a risk that very few colleges are willing to take." "A great many things," the writer continues, "are being tried by a relatively small number of institutions...but only a handful of these institutions have marshaled all the resources available to them for this task." While "information on attrition rates is still sketchy," such information "indicates that...colleges could exercise far more flexibility in choice of students than they do now, without increasing the percent of failures." Of particular importance is that the institutions which do exercise such flexibility "do not do it at the expense of their existing academic standards; concessions are made to get 'different' students in, but not to let them out."*

The "Open Door" Public Institution

Results of the enrollment questionnaires utilized to determine the number of black students enrolled at predominantly white institutions in Florida reveal that many black students are attending or would like to attend the "open door" junior colleges and area vocational-technical centers. It appears that access to post-secondary programs is apparently easier for students who realize these opportunities exist and who take advantage of the location, low cost, and varied academic and occupational programs.

Concern has been expressed, however, over the failure of many potential black students to utilize the opportunities provided to best advantage. One writer has proposed a number of questions which "open door" institutions might ask themselves in evaluating efforts for providing accessibility:**

1. Do admissions procedures make it easy to admit, and then to assist with financial aid, the disadvantaged applicant who "discovers" the college after the formal deadline for admission?
2. Does the college have unconventional antennae out in the community to find, inform, and then assist the disadvantaged who are passed by under normal operating procedures?

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*Ibid, p. 49.

**Dorothy M. Knoell, "Are Our Colleges Really Accessible to the Poor?" Junior College Journal, Vol. 39 (October, 1968), p. 11.

3. Are there funds easily available to pay fees for testing, physical exams, evaluation of financial need, transportation, and, finally, the formal application for admission?

4. Is some financial aid--educational opportunity grants, work-study jobs--given to high risk students who are very poor, or is such aid given to the "safe" students of proven academic ability?

5. At what reading level have the financial aid and admission forms been set? Has an attempt been made to simplify them?

6. Can financial aid be awarded to late-late applicants for admission who are exceedingly needy?

7. Are students used as an arm of the admissions or counseling office to recruit and then to assist the traditional non-college-goers?

8. Have special recruitment materials and techniques been devised for reaching the disadvantaged in high school and in the community?

The "open door" public institutions in Florida have, except for the several locations where junior colleges for Negroes were in operation, no tradition of racial separation. It is still acknowledged, however, that many black and other educationally disadvantaged students fail to take advantage of the accessibility of these institutions. Many of these institutions are making strides toward increasing the numbers of such students who might enroll.

Three of the Florida public junior colleges--Gulf Coast, Palm Beach, Polk--are currently involved in an intensive effort to evaluate their programs and orientation toward black students. This effort, coordinated by the Institute for Higher Educational Opportunity of the Southern Regional Education Board, represents a three-year plan which is designed to encourage a greater degree of attendance at "open door" institutions--the junior college in parttticular--by black students. The extent of this effort emphasizes the importance of Florida "open door" institutions as models designed to increase the post-secondary attendance rate of high school graduates who are Negro. The results of the initial year's sctivities in this project will be evaluated during the summer of 1969 as a basis for formulating action-oriented programs to be put into effect at these institutions during 1969-70.

Economic Conditions and Manpower Needs

Many black Americans have made notable gains in recent years in terms of income, jobs, living conditions, and education.

"Despite these gains," as stated in a special joint report prepared by the Bureau of the Census and the Bureau of Labor Statistics, "... Negroes generally remain very far behind whites in most social and economic categories. Compared to whites, Negroes still are more than three times as likely to be in poverty, twice as likely to be unemployed...." "In large cities," the report continues, "more than half of all Negroes live in poor neighborhoods."*

"Negro median family income is about half the white level in the South" and approximately 59 percent of white family income on a national basis. There also appears to be--at the national level--a decline in the number of Negroes living in the central cities of metropolitan areas. "To some extent," according to the report, "the change may be accounted for by a sharply decreasing number of Negroes leaving the South."

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*U. S., Recent Trends in Social and Economic Conditions of Negroes in the United States, Current Population Reports, Series P-23, No. 26. BLS Report No. 347 (Washington, D. C.: Government Printing Office, July, 1968), p. v.

The report also indicated that:

> In 1967, for the first time, substantially more than half of all nonwhite workers had white-collar, craftsmen, and semi-skilled jobs..
>
> Nevertheless, unemployment and low-paying jobs are still far more prevalent among nonwhites than among whites. While the nonwhite unemployment rates for 1968 are at the lowest levels in 15 years, they continue to double the white rates.
>
> ....
>
> The education gap between young whites and nonwhites has been reduced to about one-half year--12.2 years of schooling for nonwhites compared to 12.6 years for whites. In 1960, the nonwhite median was only 10.8 years compared to 12.3 for whites--a gap of one and one-half years.*

The report of the 1968 International Conference on Public Education estimated that 88.7 million persons will be employed in the United States by 1975. This would represent an increase over the 72.2 million workers in 1965 of 23 percent. "The mounting pressures of technological, population, and other changes will affect educational programs, especially as they relate to the preparation of people for the job market." Interest is therefore intensified toward special groups--such as the culturally deprived--as educational training programs for a growing population are expanded.**

The Center for Economic Projections of the National Planning Association reports that the occupations in the United States which should show higher than average employment rates by 1975 are associated with the pursuit of four national goals: health, research and development, education, and transportation.

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*Ibid., pp. vi-vii.

**U.S., Progress of Public Education in the United States of America, 1967-1968, Department of H.E.W./OE-10005-68A (Washington, D. C.: Government Printing Office, 1968), p. 27.

> High growth rates are also anticipated for social, welfare, and recreational workers, and for several occupations where technological developments and automation are not going to have a significant impact. In contrast, the occupations expected to show slower than average employment growth are those where technological change, shifts in consumer spendings, or changes in the level of wages are expected to retard growth or reduce employment. Examples are farm workers, railroad workers, telephone operators, craftsmen, and private household workers.*

High growth occupations.--Positions in this category include: architects; college and university staff and faculty personnel; dentists; draftsmen; engineers; librarians; natural scientists; nurses; personnel and labor relations specialists; physicians and surgeons; social, welfare, and recreation workers; electrical, medical, and dental technicians; electronic processing equipment specialists; office personnel; heavy equipment operators; institutional attendants; firemen and policemen.

Moderate growth occupations.--Examples of occupations in this category include: accountants; attorneys; pharmacists; elementary and secondary school teachers and supportive personnel; brickmasons and other construction personnel; electricians, mechanics, plumbers, and toolmakers; guards and watchmen.

Low growth occupations.--These occupations include: shipping and receiving clerks; insurance and real estate agents and brokers; retail salesmen; carpenters; printing craftsmen; manufacturing inspectors; mine operatives; taxi drivers; private household workers; farm laborers and managers.

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*National Planning Association, Manpower Requirements for National Objectives in the 1970's, National/Regional Economic Projections Series, Report No. 68-J-2 (Washington, D. C.: The Association, 1968), p. 7.

National or regional emphasis "on priorities in health and education or in research and development," according to the report, "would be associated with significant increase in demand for professional and technical occupations, those which have figured in the nation's concern with manpower shortages in the past decade--scientists, engineers, doctors, teachers."

The increasing urbanization of Florida requires that particular attention be given to the manpower needs of the urban environment. "The need to improve the economic and social conditions of cities is the most significant pressure that is likely to cause future urban occupational growth," according to a recent study by the United States Bureau of Labor Statistics.*

According to this study, urban occupations in which substantial growth is likely include the following:

accountants
administrative assistants
budget analysts
community organization specialists
draftsmen
engineering aides and technicians
engineers
management analysts
mathematicians
neighborhood service workers
planning aides
computer programmers
public health specialists
public housing managers
public relations workers
recreation specialists, professional and technician
statisticians
systems analysts
transportation planners
urban demographers
urban planners
urban renewal specialists
zoning and code investigators and inspectors

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*Gerard C. Smith, "Planning and Administrative Manpower for the Cities," Occupational Outlook Quarterly, Vol. 13 (Spring, 1969), pp. 16-20.

Southern higher education has been deeply affected by social and economic conditions. Until recent years, Negroes who desired to remain in the region and enroll in an institution of higher education were restricted to those institutions established and maintained for attendance by blacks only. These institutions--operated in large measure outside the mainstream of American life--served to facilitate the movement of a minority of Negroes to employment opportunities which were also restricted. These institutions served primarily as the training ground for individuals who became teachers in elementary and secondary schools operated for blacks only and for those who eventually entered the small ranks of Negro doctors, dentists, and lawyers. These institutions were--almost without exception--under-staffed, under-financed, and resigned to providing limited opportunity for a limited number of students.

The importance of expanded employment opportunities for Negro graduates of colleges and universities today should not be under-emphasized. These new opportunities require greater access to all types of post-secondary institutions in order that the Negro student can secure the kind of training that will permit employment in a much broader range of occupations.

Conferences Focused on the Role of Florida A & M University

Florida Agricultural and Mechanical University, founded as a normal school in 1887, was designated a state university in 1953. Through the years the institution has served the people of Florida and provided collegiate experiences for many of the state's Negro citizens. The mission of the institution has been revised at various times in terms of changing conditions and is again subject to further planning in light of new needs and responsibilities within the framework of the State University System and the Florida A & M University role within the system. A compilation of these comments follows.

The Office of the Board of Regents

The continuation of Florida A & M University is vital. Florida A & M has sought out the culturally disadvantaged and has provided special programs designed to insure academic success. In this respect. FAMU has performed a function usually associated with a public junior college. This dimension of FAMU's role cannot or should not be undertaken appropriately by the other public universities. The program should be tailored to serve the changing needs of society and must be an appropriate academic responsibility of the State University System.

A part of the revised plan tentatively evolved visualizes the establishment of a unit similar to that of the University College at the University of Florida. A high percentage of the students admitted to this unit would be exceptions to the present admission standards adopted as Board policy. Students would be enrolled in programs designed for various achievement levels and oriented toward qualifying students for admission at the upper-division level to any institution in the State University System. The rate of progress of students in this lower division would vary according to their ability and previous preparation. This program could serve as a laboratory for research in techniques of teaching culturally disadvantaged students and provide special opportunities for the training of teachers of disadvantaged students.

The curriculum at Florida A & M University would include selected fields of specialization at the upper-division level. The standards for admission to the upper-division would be comparable to standards for admission at that level in all public universities.

Interinstitutional cooperation with other public universities in Florida would make possible the offering of a wide range of courses in the upper-division. Provisions should be made for student exchange within the State University System and cooperation with Florida State University should be explored.

Graduate programs--with the possible exception of the master's degree in education--are not envisioned. Some specialties--undergraduate and graduate--should be carefully analyzed in order to determine the appropriateness of continuation. Other academic fields, however, should be reinforced or expanded to provide a curriculum relevant to the changing needs of the students and expanded employment opportunities. Particular cognizance must continue to be taken of those aspects of the total operation of the institution where discrepancies exist between Florida A & M University and the other institutions in the State University System.

Florida A & M University Administrators

The need for the establishment of a lower-division unit--general college--is recognized. This unit would be designed for high school graduates without reference to entrance examination performance. Students with a wide-range of academic abilities would be included with aspects designed to serve those students with particular need for compensatory study and superior students. The lower-division program would provide flexibility in permitting student progress toward the completion of requirements at rates commensurate with the abilities and earlier education of individual students. Special provision will be made in the general college for superior students. It should be recognized that, for many students, the general college curriculum may constitute a terminal program. Appropriate financial aid will be required to enable those students whose stay in the general college is prolonged to continue their studies.

Curriculum revision must include an appraisal of potential cooperative programs with other institutions, particularly Florida State University. Another dimension is the need to identify those academic areas which shall become unique to Florida A & M University because of its uniqueness and particular capabilities.

Summary

The decision to continue the operation of Florida A & M University as a viable unit within the State University System has obviously been made. It is apparent also that a great deal of consideration has been given to possible changes at the institution which would alter its role and scope. As one writer has stated:

> The role of an institution refers to the distinctive service it will perform in its system of higher education. Shall it be a major university providing advanced degrees in a number of academic disciplines or professional programs? Shall it be an undergraduate state college offering primarily the liberal arts or liberal arts combined with majors in such fields as education or business administration? Shall it be a technical college with primary emphasis on engineering . . . and related fields? . . . Shall it be a teachers college whose primary function is the preparation of public school teachers?
>
> Once the role of an institution is defined, the scope of its program must be determined. If it is a university, what shall be the range of its offerings? Shall it include community planning, engineering or engineering science, . . . or public health? If its role is defined to be teacher education, shall the scope of its program . . . include . . . (the

preparation of) ... junior college teachers? ....
....*

It appears that questions similar to those which follow must be reconciled by the Board of Regents, its staff, and the institution if new and more appropriate role and scope responsibilities are to be projected for Florida A & M University.

1. Should the freshman admission standards be raised by restricting entrance to those students who could also be admitted to other public universities in the state?

2. Should the results of performance in the Florida State-Wide Twelfth Grade Testing Program be eliminated as an admission requirement at Florida A & M University, thereby providing "open door" access to the institution's programs?

3. Should a significantly higher proportion of the institution's resources--in comparison with the other public universities--be applied to student financial assistance and an expanded program of student counseling--academic, vocational, and personal--services?

4. Should academic retention standards--probation and suspension--be eliminated for the freshman and sophomore years if the lower division arrangement which has been proposed is put into effect?

5. Should Florida A & M University become an occupation-oriented institution, with particular emphasis on preparation for Negro college graduates? Would the establishment of a School of Technology, offering the bachelor's degree, provide the mechanism for consolidating a number of existing course offerings and the expansion or establishment of other degree programs?

6. Should upper-division academic specialties in which relatively few students are enrolled be eliminated through the provision of guaranteed transfer procedures for students to other public universities?

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*A. J. Brumbaugh, State-Wide Planning and Coordination of Higher Education (Atlanta: Southern Regional Education Board, 1963), p. 7.

Additional comments regarding the future of Florida A & M University were made by individuals who participated in a series of meetings held in the state. These are included in a later section of this report.

Observations Presented at Invitational Meetings

A number of small-group conferences were held to which individuals who had expressed particular interest in the problems faced by the black student were invited. The meetings were held in Gainesville, Jacksonville, Miami, Pensacola, and Tampa. These locations were selected in order that various areas of the state might be adequately covered and that attendance by individuals concerned might be facilitated. The persons who participated in these sessions are listed in Appendix E. Staff members of the Institute for Higher Educational Opportunity served as discussion leaders.

The individuals represented a wide-range of institutionsl and community-oriented viewpoints and the group included persons affiliated with Upward Bound projects, private Negro colleges, public junior colleges, state universities, a predominantly black high school, and industry. Their responsibilities ranged from student admission and counseling services, institutional research, teaching, and academic administration to community social work and industrial personnel management. The observations offered by the participants in these meetings are summarized here in five categories: counseling, financial aid, the relevance of academic programs and cultural bias, the public junior college, and the future of Florida A & M University.

Counseling

Consensus was almost complete that the counseling services provided for Negro students while in high school or in post-secondary programs appear woefully inadequate. The number of counselors is generally regarded as being too low for the size and the complexity of the task. Attention was called to the impression that the primary emphasis is on educational counseling, to the neglect of personal communication which would assist the student in aligning personal aspirations with the setting of realistic goals which offer the best possible chance of success.

The participants cited instances where it appeared obvious that many of the counselors who work with Negro students lack information both about new opportunities for the employment of Negroes and about locations where appropriate preparation for new job opportunities could be obtained. The criticism was made that counselors are required to spend a disproportionate amount of time on other duties which thereby restrict time for in-depth counseling sessions with students. Several observations were offered which indicated that the graduate-level preparation of guidance personnel was too limited to provide adequate training in human relations and--of particular importance--entirely inadequate for requisite orientation to the needs of black and other disadvantaged students. Their comments were felt to be particularly appropriate at the high school level because it is there that effective career counseling must take place if the student is to achieve any sense of appropriateness in the selection of a post-secondary program.

A basic conclusion by the participants emphasized that it should be a career education orientation, rather than the traditional counseling service, which would be of particular help to the disadvantaged student and that orientation toward career education opportunities should begin earlier than the high school years.

Student Financial Aid

One participant identified "financial aid for the post-secondary student as the crux of the problem." Comments made indicated that the inability of the black student to determine where and in what amounts financial assistance might be available, the mechanism required for applying for aid, and the complexities of reconciling a request for financial assistance with the choice of institution and academic program prevent the kind of logical assessment required for such an important decision. The college admissions process itself is a complex one. When coupled with the need for securing--in many cases--almost complete financial assistance, the task may prove to be too formidable for many black students who would like to attend a post-secondary institution.

The Junior College

A number of participants at the various conferences were unaware that thousands of black students were attending public junior colleges in Florida and that thousands had expressed interest in attending those institutions. It was apparent from the comments made by the participants associated with these institutions that Florida junior colleges are aware of the needs of black and disadvantaged students and are attempting to meet those needs.

Of particular concern to a number of the participants was the physical location of the junior college and the availability of transportation from home to the campus. In the absence of public transportation, students who reside at some distance from the college may be faced with a barrier as simple as the inability to commute. Observations based on interviews with a number of Upward Bound students who later enrolled in junior colleges, reported one participant, indicated that friendships were slow in forming on the campus and the individual's neighborhood peer group remained as the dominant factor influencing the student's behavior. It appeared that the disadvantaged student--a commuter to the institution--identified more with his neighborhood environment than with the institution and was therefore subjected to the same environmental pressures existing before attending the junior college.

A term used to describe the importance of providing a program expressly designed for these students, "the critical year," the initial year, should be aimed at the problems of overcoming inadequacies in basic academic skills, relating the student to the realities of new occupational possibilities, and employing the best available teaching talent of the institution. Perhaps the most important suggestion made was that the directors or coordinators of "guided studies" programs in the junior colleges meet and organize their efforts in determining and defining the types of learning experiences which prove workable with various types of students.

Relevance and Bias

An opinion agreed upon by a number of the participants indicated that Negroes feel the environment at the predominantly white institution is hostile. One participant said that "the South has a white-collar complex" and a general feeling exists that academic programs and interests are therefore given high priority to the neglect of more practical technical and vocational programs. Negro high school graduates appear to be conscious of their general inability to compete academically with whites because of what they consider to be inadequate pre-college preparation. Of particular concern, it appears, is the importance of providing an exceptional program of orientation to the institution.

It was recognized by many of the participants that the public junior college affords many black students who would otherwise be unable to enter college an opportunity to begin post-secondary study. They also indicated that, to many Negroes, the idea of attending a junior college is new; Negro students are concerned that the junior college degree may lack prestige; and many feel that they may be unable to participate in social activities at the institution.

Some Negro students are aware of prejudices held by some faculty members and, as a consequence, elect to attend a traditionally Negro college or bypass college entirely. The opinion was offered that many disadvantaged whites have the same kinds of academic and social problems faced by the Negro student. It was pointed out, however, that since a considerable number of white faculty members are credited by Negroes with being "racists" and since black students are conspicuous because of their color, the problems of adjusting to the college environment are intensified.

Acknowledged by many of the participants that a number of the predominantly white institutions employ Negroes, the feeling was expressed that in some cases this held true because of the circumstances which merged previously black junior colleges with existing or new predominantly white junior colleges. The absence of black faculty, staff, and administrative personnel on white campuses to whom black students can relate was deplored.

The Future of Florida A & M University

Expressions on the topic of the future role of the black public university ranged from a total merger of the institution with Florida State University to its maintenance as a distinct black institution prepared to serve the needs of students oriented toward expanding job opportunities. Recognizing that a closer relationship could be possible with Florida State University and the University of Florida in a number of academic areas, comments were also directed at the unique features of the institution in terms of its orientation toward educationally disadvantaged students. Of particular importance, it was stated, is the potential Florida A & M University possesses--especially in cooperation with other institutions--for the training of teachers of the disadvantaged and for the providing of an environment logical for intensive research on the problems of the disadvantaged in Florida.

The Question of Compliance

Until recently the emphasis upon compliance with civil rights legislation had a primary focus upon elementary and secondary education. Two federal court cases on compliance in higher education have resulted in decisions which seem in conflict with each other. The Alabama decision, affirmed by the U. S. Supreme Court, suggests that the major issue is whether or not the institution has a policy of non-discrimination in student admissions and faculty employment. The Tennessee decision implies that institutional policy alone is not enough, and the court requested Tennessee to submit a plan for dismantling the dual system of higher education.

Meanwhile, the Office of Civil Rights of the Department of Health, Education and Welfare is studying each state which has had traditionally Negro colleges to determine the degree to which compliance has been achieved. As these studies are being completed, letters may be sent to state officials and presidents of public institutions requesting submission of a state plan for achieving a single system in public higher education. Up to the present time, no specific guidelines have been prescribed.

A number of states have contacted the Southern Regional Education Board regarding state plans, what higher educational opportunity for Negroes means, and about other aspects pertaining to so-called compliance. A literal-minded approach to compliance in higher education could actually lead to a decrease in educational opportunity for Negroes. It continues to appear that the recommendations in the SREB report, The Negro and Higher Education in the South, are an avenue to full and equal opportunity and in harmony with the concept of compliance. The implementation of these recommendations should remain a major concern of the states.

CONCLUSIONS AND OBSERVATIONS

This section of the report is organized as interpretations of the findings. A number of alternatives relating to the resolution of issues identified with the purposes of the study are offered.

Enrollment: Present and Potential

Fall, 1968, higher education enrollment in Florida included 182,350 degree-credit students.* According to the survey of Negro enrollment conducted as a part of this study, 15,411 Negro students were enrolled in the institutions to which questionnaires were sent. An additional 8,701 Negro students were reported as being enrolled in programs of a post-secondary nature conducted through the system of public schools. These students were located mainly in three counties: Broward, Dade, and Pinellas. By including both groups of students--those in post-secondary institutions and in county-based programs--the survey identified 24,112 Negroes enrolled.

The Public Universities

Few Negro students were enrolled in the predominantly white public universities. The University of South Florida, contiguous to three counties --Hillsborough, Pinellas, Polk--with large numbers of Negroes in the high school grades, reported the highest number of Negro students, 186. Florida State University reported the second highest number, 174. Florida Atlantic University, enrolling only transfer students and those mainly from the junior colleges, reported 163 Negro students. The University of Florida reported 100;

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*American Council on Education, A Fact Book on Higher Education, First Issue/1969 (Washington, D. C.: ACE, 1969).

the University of West Florida, 48; Florida Technological University, 21.

The college-choice questionnaire responses indicated that 343 Negro students would like to attend a public university other than Florida A & M University in 1969. The majority of these (244) designated either Florida State University (124) or the University of Florida (120). Others mentioned the University of South Florida (68) and Florida Technological University (31).

The realities of the college-choices designated by these students can be determined, of course, only by securing data on new black students enrolled by the public universities during 1969-70. The effect of admission standards at the public universities obviously militates against increasing the number of Negro students who can enroll. Measured by the conventional requirement of academic achievement as obtained by entrance examination results, the vast majority of Negro high school graduates will rank as poor academic risks at the more selective institutions. Competition is keen among institutions in recruiting the "academically talented" black student. This competition is not restricted to Florida institutions. Institutions located in other sections of the country--often able to provide financial assistance in substantial amounts--diligently seek black students with academic promise. Florida is a debtor state in terms of students--black and white--who enter college elsewhere. The continued migration of academic talent to institutions in other states could eventually contribute to severe shortages of Negroes in responsible positions of leadership for service to their communities and the people of Florida.

Some efforts have been made to admit students whose previous academic performance and test scores fall below the university's entrance requirements. It is also possible to assume that no concerted effort has been made to attract such students to apply. Facing the future, and the responsibility for assuming a role in the higher education of greater numbers of Negro students, the predominantly white public universities are confronted with a number of alternatives. Among these are:

1. A policy of recruiting only the "academically talented" Negro student. Emphasis would be placed on admitting those black students who show unusual promise of completing an undergraduate program and who are aiming at graduate or professional school study at an advanced level. This policy would include the commitment to provide financial assistance to students identified and admitted.

2. The development of a special recruiting effort aimed at those high schools which continue to enroll substantial numbers of Negro students. Particular emphasis would be applied to repeated visits to such schools, the expansion of contact time with black high school students, the utilization of black university students as a part of the recruiting team, an expanded presentation of student financial aid programs, and an experimental modification of admission requirements.

3. A concentration on the expansion of enrollment possibilities for black students who reside in the university locale. Unique concern for the Negroes who reside in the local community of which the university is a part would be applied through an awareness program. Through the development of a local pilot attempt at increasing the awareness of enrollment possibilities, the university could work toward the building of a model approach for relating to black students which could then be used on a state-wide basis.

4. A program oriented toward the enrollment of black students who have completed junior college programs. This orientation would have as its basis: (1) the recruitment of black students; (2) acceptance of academic performance at the junior college as the criterion for admission; and (3) the availability

student aid funds reserved for transfer students. Of particular concern also would be the need to carefully review the academic retention standards at the junior-year level in terms of the degree to which "transfer shock" might affect the performance of black students.

A basic condition which must be met by the university is the expansion of efforts to recruit and, if necessary, train Negro staff personnel. The absence of black people on the faculties and staffs of predominantly white universities is highly visible. Black students must be able to relate to individuals whom they recognize as having commitment to and concern for their welfare as members of the academic community.

The Junior College

The public junior colleges enrolled the largest segment (44.7%) of Negro students attending Florida post-secondary institutions.

These institutions are attracting potential Negro students, although not in the same proportion as potential white students. The responses reported by the FSWTGTP college-choice questionnaire indicate that 46.8 percent of the white high school seniors indicated that they planned to go to a junior college in Florida; 34.7 percent of the Negroes indicated that choice.

Concern has been expressed in Florida that Negro enrollment in the junior colleges has not kept pace with the general trend in rising enrollments since the former all-Negro junior colleges were closed. According to one observer of Florida junior colleges, "a combination of things, the last of which is discrimination, keeps Negroes from enrolling. What keeps them out is apathy and fear of failure. What gets them in is aggressive recruitment."

> Lack of recruitment is a big factor. Tied to it is . . . the Negro's fear that he isn't sufficiently prepared to compete in the white campus culture and . . . the college's failure to supply programs geared to his needs or to advertise the fact that such programs are in

> existence as much for Negroes as for whites. Tied in also is the attitude that most middle-class and affluent Negroes have toward junior colleges.*

Date collected as a part of this study indicate, however, that more Negroes are enrolled in programs at the junior college than had heretofore been realized. A 1967 estimate indicated that 4,363 Negroes were enrolled in credit courses. The survey made in connection with this report identified 6,889 Negroes in attendance.

It does appear that the junior colleges are attempting to relate to the Negro student. One attempt, coordinated through the Southern Regional Education Board, involves three of the Florida public junior colleges. On each campus--Gulf Coast, Palm Beach, Polk--a Negro staff coordinator participated in the formulation of a number of generalizations relevant to a subjective assessment of the attitudes held by the black students regarding the junior college. The generalizations and assessments included the following:

1. Negro students attend local junior colleges because of:
    (a) the proximity of the institution to their homes;
    (b) the relative low cost;
    (c) knowledge that other Negroes have attended;
    (d) admission qualifications.

Cost and proximity appear to be the factors which influence the majority of the students questioned who selected to enter a public junior college. Although many Negroes have enrolled at the junior college, it remains doubtful whether at this point in time this has encouraged others to follow. The possibility that this factor can become more meaningful is a real one and must not be overlooked. The "open door" admission policy at the junior college does not mean that all the students immediately embark on a terminal or transfer program. For many it means meeting the institution's requirements for remedial or compensatory studies which the student may view as an unnecessary delay in program completion.

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*Georgia Marsh, "Junior Colleges and Negroes," Southern Education Report, Vol. 4 (September, 1968), p. 11.

2. Negro students express satisfaction with the academic program and dissatisfaction with the social climate.

A substantial number of the Negro students questioned were enrolled in comprehensive guided programs or other types of compensatory programs. The general reaction, however, indicates that these students understood why such studies were necessary and expressed general satisfaction with the academic capabilities of the junior college.

The majority of the Negro students interviewed revealed that they did not participate to any extent in the social, cultural life of the campus. Those students enrolled in some departments, however, indicated excellent faculty-student relationships.

3. Negro students feel that there is very little discrimination on the basis of race by faculty members at the junior college.

Teacher prejudice does not appear to be a significant issue with Negro students attending the junior colleges. The students who did indicate that they felt the effects of faculty prejudice consistently identified the same faculty members.

4. Negroes who are graduates of integrated high schools feel little need for a preoccupation with possible racial discrimination.

Responses indicate that such students probably encounter fewer problems in adjusting to the predominantly white junior college than their counterparts who came from still-segregated secondary schools.

5. Negro junior college students tend to enroll in college transfer programs.

This generalization was strongly supported. It appears that approximately two-thirds of the Negro students enrolled at institutions where interviews were held plan to continue their studies at a senior college or university.

6. Many Negro students attending junior college plan to transfer to predominantly white senior colleges and universities.

Many do, but the majority do not. Results of the interviews indicate that student responses were divided on this point. Of those who do intend to transfer, however, the majority indicated an intention to transfer to another public institution.

7. The potential for black militancy exists among Negro students attending junior colleges although the more militant students tend to enroll in senior colleges and universities.

The potential does exist but has not been openly expressed to any extent. It appears as though the Negro students express as practical an approach to their studies as do white students.

8. Negro students attending junior colleges select a broad range of academic specialties and feel a particular need to identify with a specific major field of study.

Negro students do select a broad range of academic majors although there remains the tendency to pursue traditional, for Negroes, specialties. There does appear to be increased interest in the "helping professions" curricula at the junior colleges.

9. Negro students are concerned with the relevancy of the curriculum to their concept of their role in society.

Academic relevance is of importance to the vast majority of college students. This concept is not peculiar to the black student.

10. The majority of Negro students who attend junior colleges require financial support through scholarships, loans, or part-time employment.

Over three-fourths of the black students interviewed at one junior college indicated they worked on a part-time basis. Those questioned on other campuses revealed definite concern over cost. There is evidence of a pressing need for the community and the institution to continue to be perceptive and receptive to the financial needs of these students.

Alternatives which may be considered by the junior colleges as they expand their efforts to provide greater opportunities to black students include:

1. An analysis of the compensatory or guided studies programs now offered to overcome educational deficiencies. The need exists for the creation of mechanisms--on a campus and interinstitutional basis--to determine what efforts are effective with various kinds of disadvantaged students.

> Although the careful assessment of students' performance is frequent and practically universal on all levels of American education, the careful appraisal of educational programs is rare. It is not surprising, therefore, that very few of the compensatory programs in higher education have been systematically evaluated. That more of them be so evaluated is essential if the profession is to have reliable guidelines for further development.*

2. The development of a concerted effort to recruit more black students. More is required than the announced concept that the junior college is the "available" institution geared to meet the needs of students from a given geographical location. A concerted effort would include: improved contact not only with high school counselors--especially those who happen to be black--but with potential students and their parents; the expansion of financial assistance possibilities; the augmentation of counseling staffs and faculties with Negroes and others sensitive to the needs of black and white disadvantaged students; and recognition of the need to related academic and training programs to real employment opportunities for Negroes in the community.

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*Edmund W. Gordon and Doxey A. Wilkerson, Compensatory Education for the Disadvantaged (New York, N. Y.: College Entrance Examination Board, 1966), p. 155.

Vocational-Technical Opportunities

Nineteen area vocational-technical centers reported a combined enrollment of 447 Negroes in post-secondary programs. A special request for information on Negro students enrolled in post-secondary county-based vocational-technical programs, addressed to county superintendents of public instruction, revealed that 8,701 Negroes were enrolled in such programs. Three counties--each with substantial Negro enrollment in the public schools --reported over eight out of every ten (82.8%) of these students. These data indicate that opportunities available through vocational-technical education in the state are being utilized by a large number of Negro students.

The operation of the vocational-technical centers represents the latest attempt by the state to expand programs to produce trained manpower for job entry. As this effort continues and expands, even greater opportunity for Negro students can be provided. As the Division of Vocational, Technical and Adult Education of the State Department of Education recently reported:

> Projections indicate an increase of approximately 26 percent in the Florida labor force by 1975. Vocational-technical education enrollments will increase markedly to meet this expanding need . . . . .
>
> In the years ahead, much greater emphasis will be placed upon program research in vocational-technical education, and upon finding new and more effective ways of meeting training needs. Specifically, this will mean individualized service to a much greater number of disadvantaged. . .persons at all appropriate instructional levels, much more extensive cooperation between schools and employers in providing on-the-job training and experience, a more comprehensive counseling, placement, and follow-up structure, and better coordination of programs by instructional levels. These emphases, in turn, will require vastly improved and expanded programs of vocational-technical teacher education to provide numbers and kinds of teachers and supportive . . . personnel necessary to meet changing program needs.*

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*Florida, Select Council on Post-High School Education, Interim Report, (Tallahassee: The Select Council, 1969), p. G-17.

Traditionally Negro Private Colleges

The three private Negro institutions have collectively maintained a rather steady increase in enrollments since 1958, as can be seen from the figures below for selected years between 1958 and 1968.

	1958	1962	1966	1968
Bethune-Cookman College	667	720	1,078	943
Edward Waters College	634	798	967	1,074
Florida Memorial College	290	341	480	757
Totals	1,591	1,859	2,525	2,774

This enrollment information, when compared with the college-choice designations made by Negro students completing the FSWTGTP questionnaire in October, 1968, indicates a continuation of this trend of modest growth. A total of 303 Negro students indicated that they planned to attend a private Negro college in Florida in the fall of 1969.

The plight of traditionally Negro institutions had been extensively documented and it is recognized that most of these colleges face pressing problems as they look to the future. The most complex problem involves the securing and utilization of financial support.* In order to provide greater opportunity for their students, these colleges must secure the financial resources capable of:

1. Overcoming cumulative deficiencies in library resources, laboratory facilites and instructional aids, and faculty salaries.

2. Providing increased student financial aid, upgrading compensatory learning programs, and expanding the quality of counseling assistance.

3. Revising curricular offerings in response to increased opportunities for Negro college graduates in the labor market.

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*Southern Regional Education Board, Special Financial Needs of Traditionally Negro Colleges: A Task Force Report (Atlanta, Ga.: SREB, 1969).

It is recognized that the traditionally Negro college will continue to have an important role in the future development of Negro talent. "These are the colleges that have struggled longest with the problem" of preparing disadvantaged youth for participation in society" and remain least able to mount the required effort."*

Predominatly White Private Colleges and Universities

The 11 institutions surveyed reported few black students in attendance. There was one major exception: the University of Miami. The University of Miami accounted for 440 of the 665 Negro students reported as enrolled in the private, predominantly white institutions.

In the fall of 1968, the University of Miami admitted 55 disadvantaged black students and provided a special program to assist them in adjusting to their courses. The main features of the special program were the provision of a black counselor and a tutorial system in which other university students, working through the channel of student government, provided tutorial services. Special testing and psychological counseling were provided by the guidance center. During the first semester of 1968-69, 45 of the 55 students--as a group--compiled an average above "C."

Upward Bound projects are underway at the University of Miami and at Marymount College and Florida Presbyterian College. At Florida Presbyterian College a special effort will be made during 1969-70 to determine ". . . whether selected students can, in a small group effort, substantially increase their chances for productive survival" at the institution. This program-- to include 14 students, of whom five or six would be Negro--is JACKSON HOUSE, and:

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*Compensatory Education for the Disadvantaged, p. 173

> The program will extend beyond specified curriculum requirements to housing arrangements, group and individual counseling, some extra-curricular activities, church and chapel attendance, and social service contributions. For one academic year the students would devote themselves to a thorough orientation to a college career. The goal will be the acquisition of skills, sensitivities, and ambitions so that each individual student will continue to grow, develop, and become educated as best suits his own needs and desires. The one year training session will be a preparation for a liberal arts education.*

Apparently most of the private institution--as do others--continue to rely chiefly on the traditional indicators of academic promise in admitting students. The financing of special programs also poses problems.

In several locations in Florida, private white institutions are located near public junior colleges and/or universities. Such locales include: the Jacksonville area--Jacksonville University, Florida Junior College, and the new public university to be located there; the Tampa Bay area--Hillsborough Junior College, the University of Tampa, University of South Florida, St. Petersburg Junior College, Florida Presbyterian College; the Orlando area--Rollins College, Florida Technological University, Valencia Junior College; the Miami area--the University of Miami, Barry College, Miami-Dade Junior College, and the new public institution to be located in Dade county. It would appear that cooperation among these institutions could lead to an interinstitutional orientation to the needs of black students in these locales and a division of responsibilities which would utilize the uniquenesses of the several institutions in providing expanded higher educational opportunities.**

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*Florida Presbyterian College, "A Proposal for JACKSON HOUSE, 1969-70" (recommendation to the faculty from the Academic Affairs Committee, March 27, 1969).

**For example, Expanding Opportunities: Case Studies of Interinstitutional Cooperation, 1969, published by the Southern Regional Education Board, June, 1969.

Special Programs: Present and Potential

Throughout the report references are made both to present programs and to potential programs which will expand opportunity for Negro students. In this section attention is directed to a number of areas which deserve special emphasis. No implication is intended that these programs are not being operated in some localities. They are listed because they merit consideration for state-wide development and support.

1. Cooperative education in which the student alternately attends college and works in a field directly related to his career plans holds an unusual potential for the Negro student. It constitutes a type of financial assistance which is accompanied by an educational experience and a maturation of aspirations and motivations. Programs of this nature require careful planning, cooperation with employers, and skilled supervision.

2. The "ladder" concept is replacing the "terminal course" concept in vocational and career education. Most vocations have differing levels of operation and potential achievement. To implement the "ladder" approach, a high degree of cooperation is necessary between the various institutional components of post-high school education. Some type of mechanism would seem essential to serve as a joint planning body if the goal is to be achieved.

3. Studies may be made of manpower needs--with special reference to career opportunities for Negroes--in geographical areas in order to determine the relationship of such needs to educational programs in local post-secondary institutions.

4. Institutes and workshops for parents of Negro students who commute to college may be most beneficial both to the students and to the communities. This suggestion is especially applicable to junior colleges and technical institutes.

5. Interinstitutional programs may be developed in which a traditionally Negro college works with a traditionally white institution to prepare prospective teachers for teaching in integrated school systems. There is clear evidence that such programs may benefit both institutions, all of the students who participate, and the school systems which employ the graduates.

Counseling and Opportunity

Improvement of opportunity for Negro youth depends very heavily upon improved and increased resources in counseling. The routine type of guidance services provided in school systems and in institutions of higher learning will not suffice to meet the needs of black students. The counseling staff should have thorough understanding of sociological, economic, and cultural factors which are a part of the environment of these students and the ability to communicate with them.

Effective counseling resources are needed from the first grade through graduate and professional school. Career education for the Negro relates closely to aspiration and motivation and an awareness of what opportunities actually exist. Career education is closely related also to career information and aspiration patterns. Personal counseling includes the search for identity in a society where that search is a highly complex process.

The institutions of higher learning may fulfill two important roles:

1. They may provide student personnel staff on their own campuses who are trained and experienced in working with Negro students. It is important that some of these staff members be Negro.

2. The colleges and universities may become actively involved in training this type of counselor for the public schools, community agencies, and institutions. This contribution is one which may be made by many colleges

offering teacher-training. Effective programs for this purpose may be developed through joint planning and execution in which traditionally Negro and predominantly white institutions in proximity collaborate.

Institutional Roles and Interinstitutional Potentials

The services of all types of institutions engaged in education beyond the high school are required if Florida is to provide expanded and improved opportunity resources for Negro citizens. To achieve maximum benefits from participation, each institution should identify the roles it may best play, and at the same time, some procedure should be established which will provide a means of coordination in institutional planning. On the basis of experiences which SREB's Institute for Higher Educational Opportunity has been having in its work throughout the South, the following observations are offered.

Junior Colleges and Vocational-Technical Centers

These institutions play a critical part in educational opportunity programs. In fact, it is difficult to see how a state could possibly meet the needs of its Negroes without their contribution. There is abundant evidence from studies made across the nation that their effectiveness may be greatly enhanced through establishing certain objectives and implementing them with staff and budgetary support. Among these objectives are:

1. A program of recruiting and admissions services designed to reach Negroes in the community and to provide assistance in educational planning. One Negro school counselor in Florida has suggested that career education should begin in the third grade. Many Negro students have not had an opportunity to know about career possibilities. Many of them also need help in

making application for admission and for the financial aid they may require. The importance of having Negro staff people in junior colleges and vocational-technical centers becomes quite apparent.

2. A program of guided studies.

3. Cultural enrichment activities.

4. Communication between junior colleges and vocational-technical centers in the same community. Many disadvantaged students have not had a chance to develop realistic vocational and educational goals. Many drop-outs might be salvaged for further education through the utilization of the combined community resources of training beyond high school. Coordinated counseling and flexibility in transfer procedures are highly desirable.

There are some educators who express doubt that the commuter type institution can really meet the requirements of students who come from highly disadvantaged neighborhoods. There are others who believe that the commuter college can provide enrichment programs which will expand the cultural horizons of such students. Cultural enrichment cannot be left to chance and systematic and imaginative planning should undergird the work of the commuter college with culturally deprived students.

Both the vocational-technical centers and the public junior colleges will increase their effectiveness with the education of Negro youth by maintaining close articulation with the public schools in their own communities and with the senior colleges throughout the state. The concept of "terminal" education is being replaced by the "ladder" concept in career development. Early identification of students who should continue beyond high school and special services to assist them in planning their next steps beyond junior college or technical education constitute important dimensions in the educational process for all students, but are of particular importance for minority group students.

Private Senior Colleges and Universities

Private colleges and universities across the nation are participating more and more in the education of disadvantaged students and of culturally distinct students. For most of them, however, the enrollment of large numbers of these students will be impossible unless financial resources are available. The discussions held in Chicago in March, 1969, at the sessions of the American Association for Higher Education emphasized the fact that it is really unethical for an institution to admit students who need special--and often costly--programs unless the institution has the financial capacity to provide these programs. The role of the private institution will therefore depend in part on the availability of funds from private, state, and federal sources.

Among the private institutions in Florida, one is a multi-purpose university, three are traditionally Negro colleges, and the rest are liberal arts colleges which have been predominantly white. The university may establish goals of providing educational opportunity for minority groups at the undergraduate level and at graduate and professional levels. For the smaller institutions, the roles which may be played will be more limited. However, their contributions may be expanded through planned cooperation with other colleges in proximity. For example, Stetson University and Bethune-Cookman College have joined resources to offer a course in contemporary social problems with students and faculty of both campuses sharing in one course. (In North Carolina, a predominantly Negro college and a predominantly white college in the same city have one sociology department to serve the two institutions.)

It is important that the private colleges participate in providing college experience for Negro students not only as a service to the people of the state but also because their students will develop broader horizons and better understandings of the complex society.

Public Universities

The public sector in higher education is, of course, charged with the responsibilities of meeting the needs of its citizens. It is therefore assumed that all public universities are concerned with post-high school education of Negroes. The major task is therefore role and scope planning so that the total resources of the state's universities are effectively used. In Florida this type of planning is more easily accomplished than in some states since the institutions are under one governing body.

As the states which historically had a dual system of higher education move toward a single-system concept, special consideration must be given to the role which the traditionally Negro public universities might now fulfill. In Florida there is only one such university. It is to be expected that Florida A & M University will continue to play a highly significant role in providing educational opportunity for Negro students, but it will do so within the context of total state resources and with an orientation toward providing its services to all citizens. As stated earlier in this report, much thinking has already taken place to define the role and scope of Florida A & M University in the years ahead--by the Chancellor of the Board of Regents and his staff, by the administration and faculty of the university itself, by alumni, and to some degree by students. A number of ideas which have reached varying degrees of maturity are presented briefly as illustrations of potential programs appropriate for the university's future.

1. Because Florida A & M University has had a particularly rich experience in the education of the disadvantaged student, it should continue to offer special work in this field--but for all students in the state who might desire to profit from it. This work should be expanded to include more research into the teaching of students who need enriched instruction, including research on teaching the disadvantaged in elementary and high schools. Special institutes and summer programs for teachers might be particularly appropriate for this university to provide for public school teachers regardless of race. These courses might include training in counseling as well as training in instructional materials and procedures.

2. Florida A & M University is strong in a number of areas in technology. The Bachelor of Technology Degree is therefore an appropriate one for this institution to offer in a variety of fields. It provides another level in the "ladder" concept of career education, and its programs would provide not only education for the regular students at the institution itself but a resource for junior college and vocational-technical students who clearly show that they have talents for further career training.

3. The suggestion, already made by the Dean of Agriculture, that the School of Agriculture be changed to a School of Environmental and Life Sciences provides an exciting approach to expanding the services which Florida A & M University may provide while at the same time recognizing the potential in centering major work in agriculture at the University of Florida.

4. The possibilities for cooperative programs between Florida A & M University and Florida State University are numerous. Such programs could benefit both institutions. They represent the "single system" concept in a most viable form. They provide no threat to either institution but

rather constitute a source of increased strength for both. Areas in which joint programs appear to be feasible in the near future are in teacher-training and in the social sciences, both at the undergraduate and graduate levels.

5. Florida is developing institutions of higher learning which start instructional programs at the junior class level. These institutions have a particular opportunity to explore ways in which they may work with the public junior colleges for the early identification of Negro students who might continue at these institutions. Early identification has been shown to influence motivation, and planned visits to the senior college campus even while students at the junior college provide orientation, motivation, a basis for smooth transfer. This principle of early identification and early contact applies also to the graduate and professional schools in the universities. These practices should increase the number of Negro undergraduates who move into post-baccalaureate programs and enhance their chances for success.

Financial Need

During the course of this project numerous comments and observations made were directly related to the problems of providing financial support for efforts designed to improve post-secondary educational opportunities for Negro students. The role of the high school counselor was discussed within this context, as were the roles of financial aid officers and those concerned with administering special programs. The observations which follow are based upon interviews and conferences with a wide-range of individuals and upon an examination of pertinent writings which relate to this topic.

The high school counselor works essentially with two groups of students who have need of post-secondary educational planning. The first group includes those students who have decided they will enroll in a post-secondary program and need assistance in determining appropriate choices. These students are generally well-motivated and should do well academically if the proper choice of post-secondary institution is made. The second group includes those students who feel they may be unable to enroll because of financial and other considerations.

It is noted from the college-choice data provided through the twelfth grade testing program that this second group of students includes many in Florida who happen to be black and culturally distinct. Approximately 41.0 percent of the black high school seniors who participated in the testing program indicated that they did not plan to attend college or were undecided, as contrasted with 31.7 percent of the white seniors who made those responses.

A basic comment made repeatedly to the investigators in this project was that a state-supported student financial aid program--in addition to or incorporating the Florida Regents Scholarship program--was needed. The high standards of the Florida Regents Scholarships can be met by only a small number of black students. Legislators and other leaders in the state have expressed their concern and have acknowledged the need for a general-support student aid program which can provide the means for assisting many students who lack the financial resources to continue their education.

It is important also that students, parents, school counselors, and those who administer financial aid programs for institutions recognize and subscribe to a number of basic principles which should guide the administration of student financial assistance. As agreed upon by the College Scholarship Service Assembly, these include:

1. The primary purpose of a college's financial aid program should be to provide financial assistance to students who, without such aid, would be unable to attend the college.

2. Financial assistance consists of scholarships, loans, and employment, which may be offered to students singly or in various combinations.

3. The family of a student is expected to make a maximum effort to assist the student with college expenses. Financial assistance from colleges and other sources should be viewed only as supplementary to the efforts of the family.

4. In selecting students with need to receive financial assistance, the college should place primary emphasis upon their academic achievement, character, and future promise.

5. The total amount of financial assistance offered a student by a college and by other sources should not exceed the amount he needs.

6. In determining the extent of a student's financial need, the college should take into account the financial support which may be expected from the income, assets, and other resources of the parents and the student.

7. In estimating the amount that a student's family can provide for college expenses, the college should consider the factors that affect a family's financial strength: current income, assets, number of dependents, other educational expenses, debts, retirement needs. In addition, it should consider such special problems as those confronting widows and families in which both parents work.

8. A student who needs financial aid should provide a reasonable part of the total amount required to meet college costs by accepting employment, or a loan, or both. Acceptance of a loan, however, should not be considered by the college as a prerequisite to the award of a scholarship or job.

9. Because the amount of financial assistance awarded usually reflects the financial situation of the student's family, a public announcement of the amount by the college is undesirable.

10. Consultation between colleges on the kind and amount of financial assistance to be offered a mutual candidate should be encouraged, since this assures relatively equal aid offers to the student, making it possible for him to choose a college on educational rather than financial grounds. This benefits both the student and the college.

11. The college should clearly state the total yearly cost of attendance and should outline for each student seeking assistance an estimate of his financial need.

12. The college should review its financial assistance awards annually and adjust them, if necessary, in type and amount to reflect changes in the financial needs of the students and the cost of attending the institution, as well as to carry out the college's clearly stated policies on upperclass renewals.

13. The college itself should make every effort, and should cooperate with schools and other colleges, to encourage college attendance by all able students.

14. The college should strive, through its publications and other communications, to provide schools, parents, and students with factual information about its aid opportunities, programs, and practices.*

The pressing need for special financial assistance to black students was demonstrated recently by Florida A & M University, which currently enrolls 27.0 percent of the black students in post-secondary institutions in Florida. As the executive director of the FAMU Foundation pointed out, approximately 85 percent of the students there need financial assistance in some amount in order to remain at the institution. Funds are available, however, to assist only about 60 percent of those who apply. Moreover, the students who apply for aid come mainly from families with income under $4,000 a year. The Task Force on Financing Negro Higher Education reported recently that:

> Substantial financial aid--frequently full support--is required by many students from impoverished families. Without such assistance, many students have to drop out either to support themselves or to relieve family burdens.**

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*College Entrance Examination Board, Financing a College Education (New York, N. Y.: CEEB, 1968), pp. 22-23.

**Special Financial Needs of Traditionally Negro Colleges: A Task Force Report.

A matter of particular importance is related to the "packaging" of financial assistance for disadvantaged students. All too often reliance is placed on providing aid through loans and work-study arrangements. The disadvantaged student, who in most cases will have only a marginal or average academic record, is unable to compete for direct grant or scholarship aid.

As mentioned earlier in this report, funds for the three major Federal student aid programs fall far short of meeting the requests of the institutions. For the 1969-70 academic year Florida institutions requested $7,658,976 for the National Defense Student Loan Program. The review panel approved $6,566,140 and only $3,685,089 (56.1%) in funds are available. For the College Work-Study Program, $7,042,950 was requested, $5,492,481 approved (85.0%) for Florida. Florida institutions requested $3,289,079 for initial awards of Educational Opportunity Grants, the panel approved $2,428,592, with $1,598,722 (68.2%) available.*

A number of alternatives can be identified which would provide special consideration for students who, because of limited financial resources, are presently unable to enter or remain in post-secondary institutions. These include:

1. The establishment of state grants-in-aid to students who are unable to continue their education after high school because of insufficient financial resources. A student would be permitted to apply for such aid only after having applied for and been admitted to a post-secondary program and after being notified that his request for financial aid through funds administered by the institution had been denied. If the institution provided an aid

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*American Council on Education, Higher Education and National Affairs, Vol. 17 (May 9, 1969), pp. 4-5.

package less than that required to meet educational costs, the student would be eligible to seek a state grant-in-aid to cover the balance.

2. The reserving of a percentage of student financial aid grants available for use by the institution for allocation to students from impoverished families. This effort would relieve to a limited extent the competitive aspects of a portion of the institution's scholarship awards based on previous academic performance and provide for additional direct grants to deserving students.

3. The establishment of tuition waivers for students whose family incomes are at or below the poverty level. In the state university system, where registration fees are $150.00 each quarter, $450,000 would be required annually to provide tuition waivers for 1,000 students. At Florida A & M University, a recent survey by the financial aid office revealed that one of every four students came from families where the annual income was below $3,000.

4. The elimination of any application fees for admission or dormitory accommodation deposits for low-income students. Although the amount required as an application fee may be small, indications are that some students are forced to delay submitting such forms because of a lack of money. Housing deposits, although varying widely among institutions, include the prepayment of rent for the first quarter ($135.00) when the student is admitted at one public university, and prepayment ($150.00) by a deadline date in advance of registration at one private University. These fees are required, of course, before the student presents himself for registration and receives whatever financial aid has been awarded to him.

The Importance of Comprehensive State-wide Planning

In a number of respects post-high school educational developments in Florida have attracted national attention. To continue to be in the forefront of higher education will require forward-looking leadership that will keep the channels of communication and improvement open and will provide foresight and motivation for those on whom rests the responsibility for maintaining excellence.

The future excellence of post-high school education in Florida will require continuous, coordinated state-wide planning of all types and levels of institutions--vocational-technical centers, junior colleges, senior colleges, and universities. In such planning special consideration will have to be given to the provision of appropriate and adequate opportunities for Negroes and other disadvantaged citizens. This sector of the post-high school population should be given particular attention.

In fulfillment of the need for and the purposes of state-wide planning and coordination of post-secondary education several principles are apparent:

1. A state-wide plan must comprehend all types of institutions and all kinds of programs. It can not be prepared on a fragmented basis and yet present a unitary overview of the educational scene. Nor can the unitary overview be complete unless appropriate provisions for neglected sectors of the population are included in the total design.

2. State-wide planning must be a continuing process. New data on demands, programs, resources, and costs require a continual revision of plans.

3. A state-wide plan should be formulated independently of political considerations.

4. While state-wide planning must, in the final analysis, be the responsibility of a legally created or authorized body, provision should be made in the process of planning for wide participation by educators and leading citizens to the end that there may be developed a coordinated system of education that will serve the needs of all students and that will utilize to the maximum all types of educational institutions in an effort to achieve equality of educational opportunity.

the needs of all students and that will utilize to the maximum all types of educational institutions in an effort to achieve equality of educational opportunity.

5. The state-wide planning body should be given sufficient financial support to enable it to employ a professional staff, to gather necessary data, to hold conferences and hearings, to prepare and publish reports and to conduct other essential activities.

The importance of these principles and their application become apparent from a more detailed view of some of the specific functions that are involved in state-wide planning.

Assessing needs.--Effective planning requires, first of all, knowledge of the size of future enrollments. From demographic data predictions can be made of post-high school enrollments over a period of ten or fifteen years. More important than mere numbers, however, are such matters as where the potential students are located, what their college-going plans are, the kinds of education that will be required, and the racial components of the future post-high school enrollments. Racial components are especially important because they indicate where concentrations of minority groups are found and where special programs for the disadvantaged are needed.

Plans to meet needs.--The information derived from assessing needs should be used to determine what future programs and facilities will be required, what additional teaching and administrative personnel will be needed, where new facilities should be located, and in what order of priority they should be established. In planning to meet needs special consideration must be given to the availability of qualified Negro personnel to insure maximum provision for effective communication with Negro students in every institution. The two functions of assessing needs and planning to meet them are obviously interrelated. Also, they are continuing functions. Assessment of needs must be verified and revised at regular intervals and plans must be modified accordingly.

Defining the role and scope of institutions.--Some states are paying heavy penalties because they have failed to aid their post-high school institutions to define their purposes and the nature and limits of their programs. As a consequence they have more graduate programs--particularly at the doctoral level--than they can support on a high quality level; the number of their senior colleges is unduly increased by the conversion of junior colleges; and, because it is regarded prestigious, the junior colleges emphasize college transfer programs to the neglect of terminal technical-vocational programs. Florida has made a commendable effort to avoid these indefensible conditions. Nevertheless, there exists the need for further delineation of the particular characteristics and programs of each of the senior institutions. This becomes increasingly important both because new senior institutions are being established and because in the development of a single unitary system of higher education the role and scope of the predominantly Negro university must be redefined. In defining the role and scope of the public higher institutions cognizance must be taken of the place of the private higher institutions in the state complex of post-secondary education. Conversely, the private colleges and universities must take into account the programs and services of the public institutions in defining their own purposes and programs. Defining role and scope, therefore, becomes a coordinated activity of public and private higher institutions. Such a comprehensive coordinated definition of institutional role and scope has special relevance to the role of the predominantly Negro colleges and to the special services and programs that are to be provided by the several institutions--public and private, traditionally Negro and predominantly white.

Developing a coordinated system.--Dispersed, uncoordinated responsibility for the management of post-high school institutions almost inevitably results in unwholesome competition, costly duplication, unfilled needs, and lack of the kind of articulation that makes for orderly procedure from one institution to another. Close cooperation and coordination between governing boards and institutions can improve such possibilities as joint faculty appointments, coordination between departments, faculty and student exchange, and student-based research projects. The availability of access to programs at institutions different from ones in which students begin their post-secondary education is of great importance in providing opportunities for students to move from programs for which they are unsuited to programs which may be more meaningful.

Assessing quality of programs.--The quality of the programs in Florida's post-secondary institutions is a matter of concern to potential students and their parents, to employers of graduates, to the legislature and government officials, and to the general public. It has special importance as it applies to the programs that are available to Negroes and other minority groups. It is imperative, therefore, that indices of quality be developed cooperatively by the institutions and the state agencies. Such indices will be of value to the institutions in identifying elements of strength and weakness in their programs and likewise will aid state agencies and the legislature in determining overviews of the entire system of post-high school education. Comparability of quality among the several types of institutions and at various levels should be a matter of vital concern. Of special concern also must be questions that are raised about the quality of education in the predominantly Negro institutions. As a unified system of post-secondary education emerges in the state, uniform quality among the institutions becomes especially important because more and more of these students will transfer from one institution to another.

Determining needed financial support.--A critical problem in Florida, as in most states, is to provide the finances required to support diversified educational programs at defensible levels of quality that provide appropriate educational opportunities for all who seek and can profit by them. Drastically increased financial support will be required to provide opportunities appropriate to the needs of Negroes at a level of quality comparable to that of programs provided for the majority. Moreover, liberal support should be provided for student financial aid programs--particularly adapted to the special financial problems faced by many Negro students--if higher educational opportunity is to be improved.

Achieving coordination.--The importance of state-wide planning justifies the utilization of a mechanism--operating as a planning group connected to the office of the Commissioner of Education--for the review and coordination of long-range plans generated by the various post-secondary educational agencies in the state.

Summary

Post-secondary educational opportunities are available and are being utilized by a sizeable number of Negro students. It is known, however, that Negro students in the college-age group do not attend college in the same proportion as whites. Negroes are enrolled in public universities, private senior colleges, public junior colleges, area vocational-technical centers, and specialized programs. It is recognized that the utilization of traditional entrance requirements militates against a substantial increase in the number of Negro students in the more selective institutions.

A total of 24,112 Negro students were identified through enrollment queries. The largest enrollments of Negro students were found--as expected--in the traditionally Negro institutions and in the junior colleges located geographically where large numbers of potential students are in the high school grades. Negro students tend to enroll in those academic programs--particularly in teacher-training--which have been traditional. Efforts are being made in some institutions to expand the horizons of these students with the inclusion of information on non-traditional fields in the orientation and academic advisement process.

Although Florida will continue to need many of the best-qualified graduates for teaching responsibilities, there is concern over the possible loss of teaching and school administration opportunities brought about by public school integration. On the other hand, Negroes are needed on the teaching and administrative staffs of junior colleges, senior colleges, and universities, and in community service positions. Negroes trained at various levels are needed for employment in urban service positions, with industry, and with the state.

Many students over-aspire and experience difficulty in reconciling their previous educational training with post-secondary training and employment goals. Efforts to improve counseling services available to these students and to assist in reconciling abilities and goals should contribute to the expansion of opportunities and successful attainment of post-secondary objectives.

The delineation of the role and scope of Florida A & M University is of great concern to the state, the institution, its students, and alumni. The general consensus is that the institution should be continued--with a unique identity--and that its academic capabilities be governed by a new dimension of service to the state. Its relationship with other institutions--particularly in the disciplines within which it might develop inter-institutional arrangements with the University of Florida and Florida State University--merits extensive exploration. Of increasing concern is the possible part Florida A & M University should fill in preparing individuals for employment in the vocational-technical programs of area centers and junior colleges, and for employment in community service agencies--particularly in urban environments.

Finally, an objective of higher education in a democracy is the establishment of an attainable level of opportunity available to all. As one writer has said:

> By the time students are ready for higher education, a reasonable level of opportunity means economic opportunity. This requires, first, that funds be available to students from the less affluent families and, second, that places in institutions of higher education be available to them.*

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*Clark Kerr, "New Challenges to the College and University," Agenda for the Nation, ed. Kermit Gordon (Washington, D. C.: The Bookings Institution, 1968), p. 244.

APPENDIX A
LETTER REGARDING
SCHOOL ENROLLMENT

The Institute for Higher Educational Opportunity is conducting a study of post-secondary educational needs of Negroes in Florida for the Select Council on Post High School Education. S.C.O.P.E., as you know, will present its recommendations to the Legislature.

One of the requirements of the study is the compilation of data on the number of Negro students enrolled in the public schools of each Florida county. It would be greatly appreciated if you could supply us with estimated 1968-69 enrollment figures--as soon as possible--in the following categories:

Number of students enrolled in the county ________

Number of Negro students in all grades ________

Number of Negro students in grades 10-12 ________

Thank you for your cooperation and assistance.

Cordially,

J. S. Anzalone
Program Associate
Institute for Higher
Educational Opportunity

JSA:j

INSTITUTIONAL QUESTIONNAIRE
STUDY OF POST-SECONDARY EDUCATIONAL OPPORTUNITIES FOR FLORIDA NEGROES

Institute for Higher Educational Opportunity
Southern Regional Education Board
Atlanta, Georgia

in cooperation with

Select Council on Post High School Education
Tallahassee, Florida

Name of Institution: ______________________

Name of Respondent : ______________________

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1. Number of Negro students enrolled Fall, 1968:

Freshman ______ Junior ______ Graduate ______

Sophomore ______ Senior ______ Other ______ TOTAL ______

2. Total number of Negro students as a percentage of total enrollment: ______%

3. Number of Negro students by sex: Male ______ Female ______

4. Number of Negro students by state of residence: Florida: ______
Other States: ______

5. Number of Negro students by major fields of study (Sociology, Education, Mathematics, Chemistry, Undecided or Unspecified, etc.):

Field	Number	Field	Number

6. IF AVAILABLE, indicate the number of Negro students who are receiving some type of student financial assistance: __________

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE BY DECEMBER 13, 1968, TO:

Dr. J. S. Anzalone
Institute for Higher Educational Opportunity
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

INSTITUTIONAL QUESTIONNAIRE
STUDY OF POST-SECONDARY EDUCATIONAL OPPORTUNITIES FOR FLORIDA NEGROES

Institute for Higher Educational Opportunity Southern Regional Education Board Atlanta, Georgia	in cooperation with	Select Council on Post High School Education Tallahassee, Florida

---

Name of Institution: ______________________________

Name of Respondent : ______________________________

---

1. Number of Negro students enrolled Fall, 1968:

   Non-high school graduates ________ High school graduates ________

2. Total number of Negro students as a percentage of total enrollment: ______%

3. Number of Negro students by sex: Male ______ Female ______

4. Number of Negro students by fields of study (Automotive Technology, Data Processing, Electronic Technology, Welding, etc.):

Field	Number	Field	Number

5. IF AVAILABLE, indicate the number of Negro students who are receiving some type of student financial assistance: ________________

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED SELF-ADDRESSED, STAMPED ENVELOPE BY DECEMBER 13, 1968, TO:

Dr. J. S. Anzalone
Institute for Higher Educational Opportunity
Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

APPENDIX D
LETTER REGARDING
COUNTY-BASED PROGRAMS

The Institute for Higher Educational Opportunity is cooperating with Florida's Select Council on Post High School Education in a study of post-secondary educational opportunities available to Negroes. Senator Reubin Askew is chairman of S.C.O.P.E. We are writing to you and to other county superintendents to obtain important information for one aspect of the study. At the suggestion of the Division of Vocational, Technical, and Adult Education, a copy of this letter has also been sent to a member of your staff who should be able to supply this information.

We have one basic question: Approximately how many Negroes are enrolled (part-or full-time) in vocational and technical education courses at the post-secondary level in your county at the present time? The population we are attempting to determine includes only those out-of-school youth and adults enrolled in courses which utilize primarily high school facilities outside of the regular school day. These students may be enrolled in a vocational education school other than the designated area vocational-technical centers and/or junior colleges. Please do not include high school students in your estimate. Also, do not include any such students enrolled in junior colleges or designated area vocational-technical centers as that information has been collected separately.

Please contact this office or Dr. G. W. Neubauer, director of program services, Division of Vocational, Technical, and Adult Education, State Department of Education, Tallahassee, if you have questions as to the population of students we have defined.

Thank you for considering this request. We would be particularly appreciative if you can supply us by May 12 with your estimate of the number of such Negro students in this category.

Sincerely,

J. S. Anzalone
Program Associate
Institute for Higher
Educational Opportunity

JSA:j
cc: Dr. Carl W. Proehl

APPENDIX E
PARTICIPANTS IN INVITATIONAL MEETINGS ON S.C.O.P.E. PROJECT TOPICS - May 8, 12, 13, 1969

Mrs. Margaret Adams
Counselor of Special Assignments
Dade County Public Schools
Miami, Florida

Mr. NeRoy Anderson
Principal
Washington Senior High School
Pensacola, Florida

Mr. Melvin Austin
Bethune-Cookman College
Daytona Beach, Florida

Mr. S. W. Baker
Florida Memorial College
Miami, Florida

Mrs. Mildred Bradham
Jacksonville, Florida

Mr. Ivie Burch
Counselor
Gulf Coast Junior College
Panama City, Florida

Dr. Richard Burnette
Coordinator
Institutional Research & Testing
Florida Southern College
Lakeland, Florida

Mrs. Claretha Carnegie
Counselor
Polk Junior College
Winter Haven, Florida

Dr. Johnnie Ruth Clarke
Asst. Dean of Academic Affairs
St. Petersburg Junior College
St. Petersburg, Florida

Mr. Edwin Demeritte
Florida Memorial College
Miami, Florida

Mr. Walter Enloe
Tutorial Director
Upward Bound Project
Florida Presbyterian College
St. Petersburg, Florida

Mr. Sam Frank
Asst. Dean of Faculties
Jacksonville University
Jacksonville, Florida

Dr. Margaret Gilkey
Dir. of Pupil Personnel Services
Dade County Public Schools
Miami, Florida

Mr. O. V. Harrell
Campus Coordinator
College Education Achievement Project
Bethune-Cookman College
Daytona Beach, Florida

Mr. H. B. Hodgkins
Registrar
Florida Jr. College at Jacksonville
Jacksonville, Florida

Dr. H. G. Lewis
Professor of Education
University of Florida
Tampa, Florida

Mr. Tim McDonald
Asst. to the Vice President
Miami-Dade Junior College
Miami, Florida

Sister Joyce Marie
Barry College
Miami Shores, Florida

Mr. William Massey
Asst. Director of Admissions
Pensacola Junior College
Pensacola, Florida

Dr. Sam P. Messer
Asst. Professor of Health & Phy. Ed.
University of Miami
Coral Gables, Florida

Dr. Robert M. Moore
Director of the Counseling Center
University of West Florida
Pensacola, Florida

Mr. Floyd N. Peters, Director
General Adult Education
Dade County Public Schools
Miami, Florida

Dr. Ralph Ressler
School of Education
University of Miami
Miami, Florida

Mr. W. Fred Shaw
Dean of Academic Affairs
Miami-Dade Junior College
Miami, Florida

Dr. William B. Stewart
President
Edward Waters College
Jacksonville, Florida

Dr. C. D. Tharp
Asst. to the President
University of Tampa
Tampa, Florida

Mrs. Marilyn Thomas
Department of English
Lake City Junior College
Lake City, Florida

Dr. William Thompson
Director
Upward Bound Project
Florida Presbyterian College
St. Petersburg, Florida

Mr. Plano Valdes
Hillsborough Junior College
Tampa, Florida

Mr. Harvey Wallace
Eastern Airlines, Inc.
Miami, Florida

Mrs. Mamiruth Walter
Counselor
Okaloosa-Walton Junior College
Niceville, Florida

Dr. Garrett T. Wiggins
Director of Research
Pensacola Junior College
Pensacola, Florida

TABLE I

Total Enrollment, Negro Student Enrollment, and Estimated Negro Enrollment in Grades 10-12 in Florida Public Schools, 1968-69

County	Total Enrollment	Negro Enrollment	Negroes in Grades 10-12
Alachua	21,925	7,147	1,300
Baker	2,479	563	87
Bay	17,568	3,032	468
Bradford	3,796	1,032	195
Brevard	62,563	6,327	1,129
Broward	103,004	24,510	3,344
Calhoun	2,059	414	148
Charlotte	3,396	254	34
Citrus	3,111	624	105
Clay	7,845	932	160
Collier	6,554	799	115
Columbia	6,399	1,986	338
Dade	232,525	56,518	8,311
Dixie	1,563	247	29
DeSoto	2,660	776	92
Duval	122,637	34,638	5,490
Escambia	46,878	12,926	1,753
Flagler	**	**	**
Franklin	1,684	372	42
Gadsden	10,934	7,842	1,164
Gilchrist	919	104	14
Glades	852	247	30
Gulf	2,866	834	130
Hamilton	2,204	1,142	234
Hardee	2,928	360	44
Hendry	2,841	714	84
Hernando	3,275	862	111
Highlands	5,901	1,634	280
Hillsborough	100,913	19,212	3,026
Holmes	2,587	77	18
Indian River	8,089	2,385	326
Jackson	8,527	3,208	562
Jefferson	2,925	1,893	303
Lafayette	734	105	9
Lake	14,425	3,780	494
Lee	17,808	3,369	441
Leon	19,906	7,183	1,107
Levy	3,278	1,176	172
Liberty	919	163	22

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TABLE I
(continued)

County	Total Enrollment	Negro Enrollment	Negroes in Grades 10-12
Madison	3,659	2,042	329
Manatee	16,923	3,981	743
Marion	15,636	5,634	926
Martin	5,108	1,430	188
Monroe	10,056	1,162	150
Orange	78,143	13,309	2,108
Nassau	5,764	1,504	268
Okaloosa	25,701	1,947	175
Okeechobee	2,575	352	39
Osceola	4,742	658	75
Palm Beach	61,015	17,161	2,394
Pasco	9,707	1,078	191
Pinellas	78,466	12,715	1,910
Polk	52,255	11,652	1,900
Putnam	**	**	**
Santa Rosa	8,829	746	87
Sarasota	17,669	2,718	456
Seminole	17,644	4,196	646
St. Johns	6,705	2,162	376
St. Lucie	10,962	4,672	570
Sumter	3,385	1,073	121
Suwannee	4,376	1,274	323
Taylor	4,038	1,067	165
Union	1,296	328	48
Volusia	32,275	7,331	1,097
Wakulla	1,585	500	57
Walton	3,956	687	150
Washington	3,132	865	161
TOTALS	1,347,079	311,634	47,364

**Data not submitted.

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TABLE 2

Florida Counties Enrolling at Least 1,000 Negro Students in Grades 10-12 During 1968-69

County	Number of Students	Area Institution
Dade	8,311	Miami-Dade Junior College
Duval	5,490	Florida Junior College at Jacksonville
Broward	3,344	Broward Junior College
Hillsborough	3,026	Hillsborough Junior College
Palm Beach	2,394	Palm Beach Junior College
Orange	2,108	Valencia Junior College
Pinellas	1,910	St. Petersburg Junior College
Polk	1,900	Polk Junior College
Escambia	1,753	Pensacola Junior College
Alachua	1,300	Santa Fe Junior College
Gadsden	1,164	Tallahassee Junior College
Brevard	1,129	Brevard Junior College
Leon	1,107	Tallahassee Junior College
Volusia	1,097	Daytona Beach Junior College

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TABLE 3

Florida Counties Enrolling Less than 100 Negro Students in Grades 10-12 During 1968-69

County	Enrollment	Area Institution
De Soto	92	
Baker	87	Lake City Junior College
Santa Rosa	87	Pensacola Junior College
Hendry	84	
Osceola	75	
Wakulla	57	Tallahassee Junior College
Union	48	Lake City Junior College
Hardee	44	South Florida Junior College
Franklin	42	
Okeechobee	39	Indian River Junior College
Charlotte	34	Edison Junior College
Glades	30	
Dixie	29	Lake City Junior College
Liberty	22	
Holmes	18	Chipola Junior College
Gilchrist	14	Lake City Junior College
Lafayette	9	North Florida Junior College

TABLE 4

Negro Students Enrolled in Post-Secondary Institutions in Florida, 1968-69

Institutional Grouping	Students	Percentage
State University System	4,636	30.1
Public Junior Colleges	6,889	44.7
Vocational-Technical Centers	447	2.9
Private Traditionally Negro Colleges	2,774	18.0
Private Predominantly White Institutions	665	4.3
TOTALS	15,411	100.0

TABLE 5

Distribution of Negro Students in the State University System, Fall, 1968

Institution	Number
Florida A & M University	3,944
Florida Atlantic University	163
Florida State University	174
Florida Technological University	21
University of Florida	100
University of South Florida	186
University of West Florida	48
TOTAL	4,636

TABLE 6

Distribution of Negro Students Enrolled in the Public Junior Colleges, Fall, 1968

Institution	Number
Brevard	322
Broward	100
Central Florida	117
Chipola	90
Daytona Beach	191
Edison	35
Florida	653
Florida Keys	35
Gulf Coast	85
Hillsborough	162
Indian River	89
Lake City	45
Lake-Sumter	112
Manatee	102
Miami-Dade	1,783
North Florida	87
Okaloosa-Walton	28
Palm Beach	297
Pensacola	977
Polk	270
St. Johns River	45
St. Petersburg	272
Santa Fe	526
Seminole	108
South Florida	21
Tallahassee	180
Valencia	157
TOTAL	6,889

TABLE 7

Distribution of Negro Post-Secondary Students Enrolled in Programs at 19 Area Vocational-Technical Centers, Fall, 1968

Area Centers	County	Number
Thomas P. Haney	Bay	51
Bradford-Union	Bradford	0
Sheridan	Broward	(a)
Withlacoochee	Citrus	(a)
Lindsey-Hopkins	Dade	(b)
George Stone	Escambia	0
Tampa Bay	Hillsborough	35
Lake County	Lake	17
Lee County	Lee	15
Lewis M. Lively	Leon	74
Manatee County	Manatee	7
Mid-Florida	Orange	(b)
North Technical	Palm Beach	49
Pinellas Technical	Pinellas	40
Polk County	Polk	27
Sarasota County	Sarasota	88
Suwannee-Hamilton	Suwannee	5
Taylor-Dixie	Taylor	9
Washington-Holmes	Washington	30
TOTAL		447

(a) No records kept by race.
(b) Ungraded program.

TABLE 8

Distribution of Negro Students Enrolled in the Private Traditionally Negro Colleges, Fall, 1968

Institution	Number
Bethune-Cookman College	943
Edward Waters College	1,074
Florida Memorial College	757
TOTAL	2,774

TABLE 9

Distribution of Negro Students Enrolled in the Private Predominantly White Colleges and Universities, Fall, 1968

Institution	Number
Barry College	77
Biscayne College	5
Florida College	0
Florida Presbyterian College	25
Florida Southern College	9
Jacksonville University	31
New College	2
Rollins College	15
Stetson University	35
University of Miami	440
University of Tampa	26
TOTAL	665

TABLE 10

Distribution of Negro Students by Subject Matter Areas: State University System (Excluding FAMU)

Area	Students	Percentage
Education	157	22.7
Social Sciences	34	4.9
Business	31	4.5
Natural Sciences	25	3.6
English	20	2.9
Engineering	13	1.9
Health Related	11	1.6
Mathematics	8	1.2
Agriculture	7	1.0
Medicine	6	.9
Fine Arts	6	.9
Law	2	.3
Building Construction	2	.3
Vocational/Technical	1	.1
Architecture	1	.1
Foreign Languages	1	.1
Undicided	7	1.0
Not Reported*	360	52.0
TOTALS	692	100.0

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*All students in this category were enrolled at Florida State University (174) and the University of South Florida (186).

TABLE 11

Distribution of Negro Students
by Major Fields of Study:
Florida A & M University

Major Fields of Study	Students	Percentage
AGRICULTURE AND HOME ECONOMICS		
Agricultural Science	54	1.4
Clothing and Textiles	32	.8
Foods, Nutrition and Institution Management	16	.4
Home Economics Education	92	2.3
Vocational Agriculture & Technical	49	1.2
Sub-total	243	
ARTS AND SCIENCES		
Art and Ceramics	43	1.1
Accounting	102	2.6
Biology	101	2.6
Business Education and Administration	393	10.0
Chemistry and Physics	41	1.0
Economics	37	.9
English	81	2.0
Foreign Languages	26	.6
History and Geography	115	2.9
Library Service	58	1.5
Mathematics	172	4.4
Music	185	4.7
Philosophy and Religion	3	.1
Political Science	199	5.0
Psychology	108	2.7
Pre-Dentistry	6	.1
Pre-Engineering	45	1.1
Pre-Medicine	34	.9
Secretarial Science	15	.4
Sociology	417	10.6
Speech and Drama	60	1.5
Speech Correction	68	1.7
Social Welfare	2	.0
Special	20	.5
Sub-total	2,331	

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TABLE 11
(Continued)

Major Fields of Study	Students	Percentage
EDUCATION		
Elementary Education	322	8.2
Industrial Arts Education	50	1.3
Physical Education	235	5.9
Secondary Education	6	.1
(Graduate Students)		
Administration & Supervision	35	.9
Agriculture	7	.2
Elementary Education	116	2.9
Guidance	85	2.2
Physical Education	11	.3
Secondary Education	124	3.1
Special	9	.3
Sub-total	1,000	
NURSING	114	2.9
Sub-total	114	
PHARMACY	113	2.9
Sub-total	113	
TECHNOLOGY		
Automotive	24	.6
Building Construction	14	.4
Drafting and Design	10	.3
Electrical Technology	22	.6
Graphic Arts Technology	2	.1
Industrial Arts	16	.4
Mechanical Engineering	2	.1
Plumbing	1	.0
Printing	4	.1
Refrigeration, Heating and Air Conditioning	2	.0
Electronic Data Processing	46	1.2
Sub-Total	143	
TOTAL	3,944	100.0

TABLE 12

Distribution of Negro Students by Subject Matter Areas: Public Junior Colleges

Area	Students	Percentage
Adult General Education	544	7.9
General Education	426	6.2
Vocational Occupations	364	5.3
Technical Areas	140	2.0
Business Areas	148	2.1
Social Sciences	95	1.4
Transfer Program	147	2.1
Education	221	3.2
Basic Studies	78	1.1
Natural Sciences	60	.9
Guided Studies	46	.7
Health Related Professions	74	1.1
Fine and Applied Arts	45	.7
Secretarial Science	38	.6
Special Credit and Audit	15	.2
Pre-Law	7	.1
Undecided	201	2.9
Evening Division (Part-time)	85	1.2
Not Reported	4,155	60.3
TOTALS	6,889	100.0

TABLE 13

Distribution of Negro Students by Subject Matter Areas: Traditionally Negro Private Senior Colleges

Area	Students	Percentage
Education	1,061	38.3
Social Sciences	593	21.4
General Education	543	19.6
Humanities	201	7.2
Science	174	6.3
Mathematics	54	1.9
Foreign Languages	22	.8
Engineering & Medical Technology	20	.7
English	19	.7
Pre-Law	3	.1
Not Reported	50	1.8
Undecided	34	1.2
TOTAL	2,774	100.0

TABLE 14

Distribution of Negro Students by Subject Matter Areas: Private Predominantly White Senior Colleges and Universities

Area	Students	Percentage
Education	340	51.1
Natural Sciences	51	7.7
Social Sciences	49	7.3
Business Areas	46	7.0
Fine and Applied Arts	28	4.2
Languages	23	3.4
Health and Relation Professions	12	1.9
Law	3	.4
Not Reported	90	13.6
Undecided	23	3.4
TOTAL	665	100.0

TABLE 15

Post-Secondary College Plans of Florida Negroes--Men and Women--for 1969 As Indicated on the FSWTGTP Questionnaire

Response	Men Number	Men Percent	Women Number	Women Percent
Full-time college attendance	2,246	44.3	2,627	47.4
Part-time college attendance	688	13.6	718	13.0
Attendance not planned	825	16.3	1,140	20.6
Undecided	1,313	25.9	1,056	19.1
TOTALS	5,072		5,541	

TABLE 16

Types of Institutions Indicated as College Choices by Florida Negroes for 1969 on FSWTGTP Questionnaire

Institution Type	Number	Percent
Florida:		
State University System	1,586	24.6
Private college or university	724	11.3
Public junior college	2,233	34.7
Private junior college	66	1.0
Sub-totals	4,609	71.6
Out-of-state:		
Junior college	80	1.2
Private college or university	278	4.3
Public college or university	979	15.2
Military Academy	35	.5
Foreign college or university	10	.1
Other institution	54	.8
Sub-totals	1,436	21.1
Other responses:		
Blank	381	6.0
Invalid	10	.1
Sub-totals	391	6.1
TOTALS	6,436	99.8

TABLE 17

Florida Public Junior College Choices for 1969 by Negro Respondents on FSWTGTP Questionnaire

Institution	Number of Responses	Rank order
Brevard	45	13
Broward	45	14
Central Florida	44	15
Chipola	37	17
Daytona Beach	86	7
Edison	12	23
Florida (Jacksonville)	158	2
Florida Keys	5	27
Gulf Coast	20	21
Hillsborough	53	11
Indian River	22	20
Lake City	32	18
Lake-Sumter	11	24
Manatee	51	12
Miami-Dade	485	1
North Florida	56	10
Okaloosa-Walton	10	26
Palm Beach	109	3
Pensacola	99	4
Polk	63	9
St. Johns River	16	22
St. Petersburg	94	5
Santa Fe	40	16
Seminole	29	19
South Florida	11	25
Tallahassee	82	8
Valencia	89	6

TABLE 18

Possible Post-Secondary Educational Enrollment rates for Negro and White Students Completing the FSWTGTP Questionnaire

	Negro		White	
	Number	Percent	Number	Percent
A. Students completing questionnaire	10,901		58,519	
B. Students planning to attend college (full- or part-time)	6,436	59.0	39,984	68.3
C. Students planning to attend college (full- or part-time) or vocational-technical school	7,031	64.4	42,107	71.9

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